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Baltimore. Mayor.

ANNUAL REPORT

OF THE

TRUSTEES OF THE POOR

OF THE

CITY OF BALTIMORE,

TO THE

MAYOR AND CITY COUNCIL

OF BALTIMORE,

For the Year Ending December 31st, 1879.

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HENRY R. McNALLY. GEORGE A. BLAKE,

SIMON I. KEMP, JOHN BLACK, *Secretary.*

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WILLIAM KAISER.....Engineer.
SEAMAN C. HOOPER.....Assistant Engineer.
J. WESLEY SAPP.....Messenger.
CHARLES JONES.....Baker.

MEDICAL DEPARTMENT.

DR. ST. GEORGE W. TEACKLE.....Visiting Physician.
DR. GEORGE B. REYNOLDS..... " "
DR. JOSEPH T. BARTLETT.....Apothecary.

267356

REPORT.

BAYVIEW ASYLUM, December 31st, 1879.

To the Honorable the Mayor
and City Council of Baltimore:

GENTLEMEN:

In obedience to custom and duty, the undersigned have the honor to submit their report of the operations of this Institution for the year ending with the 31st day of December, 1879.

Humanity has long since suggested to communities—especially to large and growing cities—to make ample provision for the sick, insane and poor; nor has Baltimore been behind in the civilizing influence of charity, to take care of that class of unfortunates; and for that purpose erected Bayview Asylum, which was considered, at the time, as being of sufficient capacity to accommodate, for years to come, its indigent poor. We, however, must not forget that as we have increased in population and wealth, proportionately this home of the afflicted has become filled, and to which attention was called, for several years past, to the proper City Officers, the visiting Grand Juries, and, in our last year's report. His Honor the Mayor was pleased to men-

tion in his message the wants of which we complained, and the matter was referred to a committee of Councilmen, who visited Bayview for that purpose. Every facility was given that committee to investigate the crowded condition—especially of the Insane and Hospital Departments—which must have been apparent, as the evil is so patent, that nothing less than callous indifference can be attributed to those whose duty it is to remedy so great an evil.

The Board of Trustees regret very much to be forced by a conscientious duty, to again call your attention to this matter. In last year's report we said: "We would respectfully call your attention to the fact of the overcrowding in the Insane Department, which has been an evil for years, and beyond the remedy or control of the Trustees, and is annually increasing. We would suggest that additional buildings be added, for the better accommodation of those afflicted with insanity. It would, at once, facilitate a proper classification, where special treatment might be applied in many cases, and with success. The city's insane, now at various other institutions, might then be accommodated directly under the supervision and control of the Trustees of Bayview Asylum, with very little additional cost per capita, which would, in a few years, pay the entire outlay for the erection of such building as might be necessary for the comforts of Baltimore city's insane.

The cost of maintaining 180 insane patients now at Bayview Asylum amounts to $12,486.60 for this year, and the cost of maintaining 150 insane pauper patients of the city at other institutions is $30,000 per year."

The above facts and figures we reproduce from last year's report, and will add, that in the main the same figures will be correct for this year, with but little difference.

From official information we find that on December 2d, 1879, the number of city insane patients was as follows:

At Mount Hope Retreat	55
" Maryland Hospital	128
Total	183
	$200
	$36,600

This number, computed at a cost of $200 each, will amount to $36,600. 183 insane patients at Bayview would cost the city $72.48 per capita this year—$13,263.84.

RECAPITULATION.

183 insane patients at Mount Hope and Maryland Hospital cost	$36,600 00
183 insane patients at Bayview cost	13,263 84
	$23,336 16

A saving of $23,336.16 per year. We hold this as a fact beyond dispute, as the above figures will indicate. For the purpose of affording special treatment to the insane, it might become necessary (and we will admit it) to appoint a physician for the sole purpose of attending to the insane. This may reduce the above figures, say $2000 or $2500, which still leaves a balance in favor

of Bayview of upwards of $20,000. From reliable sources we are informed that suitable buildings, of sufficient capacity, can be erected at a cost of $50,000, where the entire city's insane poor can be treated. Thus it will be seen, that in less than three years the entire building would be free of cost, by the difference as indicated above.

INMATES.

There were admitted to the Institution 1453 persons. There were born in the building, during the same period, 38 children, making a total of 1491 who received the benefits of this asylum during the year.

The average number of inmates during the year was $731\frac{10}{12}$, being $39\frac{5}{6}$ less than the average number of the preceding year.

The amount drawn, as per warrants upon the City Comptroller, during the year, was $54,926.91, less $1885.59, received from sundry sources, as per exhibit, and paid into the City Treasury under existing city ordinances; reducing the net amount expended by the Trustees, for the year ending December 31st, 1879, to $53,041.32; the cost per capita being $72.47\frac{5}{7}$.

The number in the house at this time is 764. Of the number at present in the Institution, 638 are white and 126 colored. Of the 1491 admitted during the year, 846 were born in the United States and 645 were of foreign birth. Of the number born in the United States, 337 claim their nativity in the City of Baltimore; 190 were born in the counties of the State of Maryland, and 319 claim their nativity in other States of the Union. Of

the 38 infants born in the institution during the year, 14 were white and 24 were colored.

FINANCIAL.

Exhibit No. 1 of this report will show the amount received, and the source from whence it was derived, during the year, as also the purposes for which it was expended.

The amount of the appropriation, made by the city for the support of the Institution, for the year ending on the 31st day of December, 1879, was $55,000. By reference to the aforesaid exhibit, it will be observed, that of the amount appropriated, $54,926.91 was drawn from the City Treasury, less $1885.59 paid to the City Register. This amount, drawn from the City Treasury, together with the amount realized from other sources, as is set forth in said exhibit, has enabled the Trustees to meet and discharge all liabilities incurred by them in the management of the trust confided to them, and shows that they expended $1958.68 less than the amount appropriated.

The Trustees have, by rigid economy and the low prices of the past year, been enabled to keep within the appropriation; but they respectfully ask an appropriation of $65,000 for the ensuing year, as the great advance in all articles of food and supplies will cause an increased expenditure.

SANITARY.

The report of the Visiting Physicians, herewith, gives a detailed statement of the department under

their charge. We would respectfully call attention to the great scarcity of water. Owing to the small main leading from the city to Bayview Asylum, and to the number of persons supplied from the same main, it is totally inadequate to furnish water sufficient for the Institution; and there is very frequently no water to be had from the main, and we have to rely on our cistern and tanks—the capacity of which is as follows: cistern in yard, 35,000 gallons; two water tanks, 1600 gallons each; and these can only be filled at night, as there is not sufficient head from the main during the day; and in case of fire, the supply would be exhausted in thirty minutes, and the large and valuable property of the city would be destroyed, and the lives of the inmates placed in great peril. This is a very serious matter; and the Trustees deem it their urgent duty to call your especial attention to the great necessity for more water.

For important statistics in connection with the Asylum, we would refer you to the accompanying tables, marked A to M, both inclusive, as also to the reports of the Engineer, Gardener and Baker.

The Trustees take pleasure in bearing testimony to the admirable discipline that has prevailed throughout the Institution during the year, and for the faithful and efficient manner in which the several officers connected with the Asylum, have discharged their respective duties, and for the interest they have, at all times, manifested, to promote the welfare and comfort of the inmates.

The Trustees have lost, by the death of Captain John Mitchell, late Superintendent, a valuable and efficient officer; honest and faithful in the discharge of his

duties, yet kind and tender to the unfortunate poor under his care. They have also to deplore the death of their honored and valued President, Joseph Clarkson, who, for so many years, had been a member of the Board of Trustees, and was truly a father to the poor of Bayview Asylum.

Respectfully submitted,

JOSEPH FRIEDENWALD,
HENRY R. McNALLY,
JOHN BLACK,
SIMON I. KEMP,
GEORGE A. BLAKE.
Trustees.

EXHIBIT No. 1.

Exhibit showing the amount received by the Trustees during the year terminating with the 31st day of December, 1879, the sources from whence derived, and the purposes for which disbursements were made, and the amount expended.

Dr.		Cr.	
1879.		1879.	
Dec. 31—To amount received from City Comptroller on account of annual appropriation.....	$54,926 91	Dec. 31—By amount paid for supplies, embracing food, fuel, clothing, bedding, and other necessaries.	$34,283 30
To amount received from sales of bones, barrels and offal.....	396 13	By amount expended on farm account, embracing provender for horses, mules and cows, repairs of carriages and wagons, purchase and repairs of farm implements, shoeing animals, and such other expenditures as are properly chargeable to farm account.....	1,832 98
To amount received from sale of live stock, &c..	228 46		
To amount received from inmate borders.....	436 00		
To amount received from resident students.....	825 00		

		By amount paid for hospital stores.....	2,330 07
		By amount paid for constructions and expenses incurred in repairs about the buildings and fences.....	3,272 17
		By amount paid for salaries and hire account.	12,456 39
		By amount paid Trustees for per diem.....	752 00
		By amount paid City Register, as required by ordinance of the city	1,885 59
	$56,812 50		$56,812 50

RECAPITULATION.

Amount drawn from City Treasury.....	$54,926 91
Amount paid City Register.....	1,885 59
Actual amount expended.....	$53,041 32
Average number of inmates.....	$731\frac{10}{12}$
Cost per capita	$\$72.47\frac{5}{7}$

TABULAR STATEMENT

OF THE

SUPERINTENDENT

MARKED A TO M,

For the Year 1879.

TABLE A.

Showing the number of persons admitted, born, discharged, eloped, died and bound out; also, the number remaining at the expiration of each month from January 1st, 1879, to December 31st, 1879.

DATE.	Admitted.	Born.	Discharged	Eloped.	Died.	Bound.	Remaining.
January	147	2	57	15	12	....	887
February	89	3	55	21	31	....	872
March	92	6	94	48	35	....	793
April	87	1	89	36	20	....	736
May	95	3	107	30	23	....	674
June	102	1	83	28	31	....	635
July	113	2	61	17	32	1	639
August	109	3	61	23	30	....	637
September	138	6	79	12	17	....	673
October	173	5	85	24	20	....	722
November	163	3	97	20	21	....	750
December	145	3	98	16	20	....	764
Total	1453	38	966	290	292	1	8782

On the books December 31st, 1878	822
Total ingress	1491
	2313
Total egress	1549
In the house December 31st, 1879	764

TABLE B.

Showing the birth place of persons admitted to the Almshouse from January 1st, 1879, to December 31st, 1879.

Natives.		Foreigners.	
Almshouse	45	Germany	248
Baltimore	337	England	36
Maryland	190	Ireland	295
Virginia	88	Wales	1
Pennsylvania	49	Scotland	15
New York	36	Switzerland	2
Delaware	5	Italy	4
District of Columbia	12	Bohemia	4
Georgia	1	Poland	1
Louisiana	3	West Indies	1
Connecticut	4	Belgium	3
West Virginia	1	France	8
Massachusetts	14	Canada	5
Kentucky	1	Sweden	2
North Carolina	7	East Indies	1
New Jersey	4	Denmark	1
Ohio	6	Austria	6
Rhode Island	1	Africa	1
Alabama	1	Bavaria	1
South Carolina	1	Greece	1
Illinois	3	Malta	2
Vermont	1	Cuba	2
Mississippi	1	Russia	1
Maine	5	Hungary	1
Tennessee	1	Mexico	2
Florida	1	Norway	1
Michigan	1		
Unknown	27	Foreigners	645
		Natives	846
	846	Total	1491

TABLE C.

Showing the ages of persons admitted to the Almshouse from January 1st, 1879, to December 31st, 1879.

Under 1 year	51
From 1 to 5 years	10
" 5 to 10 years	2
" 10 to 15 years	5
" 15 to 20 years	68
" 20 to 30 years	364
" 30 to 40 years	320
" 40 to 50 years	279
" 50 to 60 years	201
" 60 to 70 years	108
" 70 to 80 years	47
" 80 to 90 years	8
" 90 to 100 years	1
Unknown	27
Total	1491

TABLE D.

Showing the period of residence in the city of all persons admitted into the Almshouse for the year 1879.

Born in the Almshouse	45
Born in the City of Baltimore	337
Less than one week	59
One week, and less than one month	48
One month, and less than three months	39
Three months, and less than six months	36
Six months, and less than one year	39
One year, and less than two years	66
Over two years	795
Period of residence unknown	27
Total	1491

TABLE E.

Showing the habits of persons admitted into the Almshouse from January 1st, 1879, to December 31st, 1879.

Intemperate adults	909
Temperate adults	487
Adults whose habits are unknown	27
Children of intemperate adults	39
Children of temperate adults	29
Total	1491

TABLE F.

Showing the monthly average of persons in the Almshouse for the year 1879.

DATE.	WHITE.			COLORED.				WHERE FROM		
	Men.	Women.	Children.	Men.	Women.	Children.	Total.	City.	Elsewhere.	Total.
January	391	296	14	83	95	8	887	505	382	887
February	381	295	14	82	90	10	872	477	395	872
March	321	288	14	79	81	10	793	484	309	793
April	275	282	12	72	83	12	736	429	307	736
May	249	267	10	57	80	11	674	403	271	674
June	229	271	10	53	68	4	635	411	224	635
July	232	280	8	50	65	4	639	428	211	639
August	238	270	10	47	66	6	637	433	204	637
September	263	270	9	47	76	8	673	435	238	673
October	302	278	13	47	73	9	722	455	267	722
November	331	281	11	47	69	11	750	491	259	750
December	354	271	13	53	65	8	764	484	280	764
Total	3566	3349	138	717	911	101	8782	5435	3347	8782
Monthly average	$297\frac{2}{12}$	$279\frac{1}{12}$	$11\frac{6}{12}$	$59\frac{9}{12}$	$75\frac{11}{12}$	$8\frac{5}{12}$	$731\frac{10}{12}$	$452\frac{11}{12}$	$278\frac{11}{12}$	$731\frac{10}{12}$

TABLE G.

Showing the number of persons committed to the Almshouse by Magistrates from January 1st, 1879, to December 31st, 1879, and their age, sex, color, and period of commitment.

Date.	Sex and Age.					Color.			Period of Commitment.			
	Males over 21.	Males under 21	Females over 18.	Females under 18	Total.	Whites.	Blacks.	Total.	Under 3 months.	3 to 6 months.	6 months and over.	Total.
January	5	....	6	1	12	6	6	12	10	2	.....	12
February	5	....	6	....	11	9	2	11	9	1	1	11
March	17	...	6	....	23	18	5	23	16	7	.....	23
April	13	1	5	1	20	16	4	20	13	4	3	20
May	13	1	10	....	24	14	10	24	16	6	2	24
June	9	2	4	....	15	11	4	15	11	2	2	15
July	10	....	10	....	20	14	6	20	19	1	.....	20
August	9	1	3	....	13	11	2	13	12	1	.....	13
September	11	2	6	....	19	13	6	19	11	6	2	19
October	3	....	5	1	9	8	1	9	7	2	.....	9
November	7	1	9	1	18	14	4	18	17	.....	1	18
December	8	1	5	....	14	10	4	14	11	2	1	14
Total	110	9	75	4	198	144	54	198	152	34	12	198

TABLE H.

Showing the birth place of persons committed to the Almshouse as vagrants by Magistrates from January 1st, 1879, to December 31st, 1879.

Natives.		Foreigners.	
Baltimore	43	Germany	30
Maryland	33	Ireland	27
Virginia	14	England	6
Pennsylvania	6	France	4
New York	8	Italy	1
District of Columbia	3	Belgium	2
West Virginia	1	Austria	2
Ohio	1	Scotland	1
Massachusetts	3	Bavaria	1
Georgia	1	Malta	1
North Carolina	1	East Indies	1
Vermont	1		
Unknown	7	Foreigners	76
		Natives	122
Total	122	Total	198

TABLE I.

Shows the work done by inmates from the 1st of January, 1879, to the 31st of December, 1879.

11,894	Days	labor, at $1.00	$11,894 00
2,392	"	Washing and Ironing, at 50 cts	1,196 00
890	"	Carpenters' work, at $1.50	1,335 00
402	"	Painting and Glazing, at $1.50	603 00
245	"	Tinners' work, at $1.50	367 50
37	"	Bricklaying	55 50
26	"	Plastering	39 00
885	"	Tailoring	885 00
830	"	Cobblers' work	830 00
666	"	Blacksmithing	666 00
710		Shirts made, at 12 cts	85 20
646		Undergarments, at 15 cts	96 90
344		Frocks, at 25 cts	86 00
31	pairs	Drawers, at 15 cts	4 65
30	"	Stockings knit, at 20 cts	6 00
236		Aprons, at 5 cts	11 80
29		Infants' slips, at 10 cts	2 90
307		Bed ticks, at 15 cts	46 05
733		Pillow cases, at 15 cts	109 95
246		Pillow ticks, at 5 cts	12 30
356		Bed sheets, at 6 cts	21 36
44		Window curtains, at 12½ cts	5 50
56		Cotton Jackets, at 25 cts	14 00
35		Table covers, at 10 cts	3 50
303		Towels, at 5 cts	15 15
113		Slips, at 25 cts	28 25
41		Muslin caps, at 5 cts	2 05
58		Quilts, at $1.60	92 80
			$18,515 36

TABLE K.

Showing the quantity of clothing issued to the inmates from the 1st of January, 1879, to the 31st of December, 1879.

DATE.	Pairs of Shoes.	Shirts.	Men's Hose.	Pantaloons.	Vests.	Jackets.	Coats.	Hats and Caps.	Aprons.	Flannel Shirts.	Slips.	Frocks.	Women's Stockings.	Drawers.	Under Garments.
January	9	77	10	25	4	14	3	2	5	4	7	12	17	4	52
February	44	93	18	31	3	7	4	1	32	3	4	26	20	2	41
March	14	70	12	29	2	4	2	3	11	1	6	26	6	5	37
April	14	57	....	31	....	3	1	....	20	....	....	6	6	....	50
May	63	51	....	45	....	8	....	....	9	....	10	17	....	....	50
June	4	46	....	25	....	5	...	27	16	....	24	18	....	....	33
July	7	29	....	13	...	3	....	....	3	....	....	42	11	...	56
August	13	55	....	15	....	3	....	....	9	..	12	27	6	....	49
September	31	34	21	20	....	1	7	....	5	....	4	15	8	6	45
October	123	90	37	23	1	8	2	....	18	....	30	56	18	10	60
November	124	98	60	52	2	28	2	2	10	12	21	16	4	6	48
December	5	96	28	54	3	25	3	4	11	3	....	55	....	....	11
Total	451	796	186	363	15	109	24	39	149	23	118	316	96	33	532

TABLE L.

Showing the number of births and deaths in each month; also the sex and color, from the 1st of January, 1879, to the 31st of December, 1879.

Date.	Births.					Deaths, Adults.				Deaths, Children.				
	White Males.	White Females	Colored Males.	Colored Females.	Total.	White Males.	White Females.	Colored Males.	Colored Females.	White Males.	White Females.	Colored Males.	Colored Females.	Total.
January			1	1	2	4	2	5	1					12
February				3	3	12	6	7	6					31
March	2		1	3	6	14	7	7	6				1	35
April	1				1	10	3	4	3					20
May		1		2	3	8	4	6	4	1				23
June		1			1	12	4	3	8			2	2	31
July			2		2	14	11	3	4					32
August	1		2		3	14	6	3	7					30
September	1	2	2	1	6	7	5	3	2					17
October	1	2		2	5	8	7	3	2					20
November			2	1	3	8	5	3	3	1	1			21
December	1	1	1		3	4	7	4	4		1			20
Total	7	7	11	13	38	115	67	51	50	2	2	2	3	292

TABLE M.

Showing the names, quantity and average cost of articles purchased for the Institution, from January 1st, 1879, to December 31st, 1879.

A.

Apples	10 bbls.	$2.32 per bbl.
Axle grease	83 lbs.	5 cts. per lb.
Arrow root	36 "	25 cts. "

B.

Brushes, hand-dusting	3 doz.	3.66 per doz.
" whitewash	$1\frac{1}{12}$ "	18.00 "
" deck scrub	2 "	4.00 "
" hand scrub	8 "	2.37 "
" paint	$1\frac{1}{6}$ "	6.87 "
" shoe	$\frac{1}{2}$ "	2.50 "
" sweeping	2 "	15.00 "
" horse	$\frac{1}{2}$ "	18.00 "
Brandy	51 galls.	4.94 per gallon
Buckets	4 doz.	1.60 per dozen
Butter	4914 lbs.	19 cts. per lb.
Beans, white	166^{20} bush.	1.58 per bushel
Brooms, corn	23 doz.	2.68 per dozen
Books and stationery		$214.34

TABLE M—Continued.

Buckwheat flour	125 lbs.	$2\frac{3}{4}$ cents per lb.
Bacon, shoulders plain	14445 lbs.	$4\frac{1}{8}$ " "
" hams	2432 "	10 " "
" shoulders S. C.	10260 "	$6\frac{1}{8}$ " "
Beef	53540 "	$4\frac{3}{5}$ " "
Beef, roast and steak	17038 "	10 " "
Buttons, shirt	4 gross	30 cts. per gross
Bed ticking	$1888\frac{1}{2}$ yds.	14 cents per yard
Baskets	$\frac{10}{12}$ doz.	9.60 per dozen
Bricks	21950	8.08 per M.
" fire	1600	35.00 "
Brogans, men's	168 pairs	1.32 per pair
Buskins, women's	288 "	96 cents per pair
Blankets	146 "	1.58 "

C.

Chalk	20 lbs.	3 cents per lb.
Crackers, water	1016 lbs.	6 " "
" soda	505 "	7 " "
Calico	5021 yds.	$5\frac{1}{2}$ cents per yard
Candles, adamantine	80 lbs.	$8\frac{1}{2}$ cents per lb.
Cheese	436 "	10 " "
Corn meal	400 "	$1\frac{1}{4}$ " "
Coal, Georges Creek contract	$824\frac{1392}{2240}$ tons	3.48 per ton
Coal, Lykens Valley contract	$112\frac{130}{2240}$ "	3.76 "
Coffee, Java, green	562 lbs.	25 cents per lb.
" Rio "	8287 "	$12\frac{5}{8}$ " "

TABLE M—Continued.

Coffee, Hummel's essence	1154 lbs.	6 cents per lb.
Cakes, ginger	8 bbls.	4.25 per barrel
" sugar	3 "	7.70 "
Crash	271½ yds.	11 cents per yard
Check	501¾ "	14¾ " "
Chamois skins	3	63 cents each
Currants	20 lbs.	7½ cents per lb.
Citron	11½ "	23 " "
Corn	675 bush.	52 cts. per bushel
Cement	47 bbls.	1.50 per barrel
Charcoal	150 "	45 cts. per barrel
Collar, horse	1	1.75
Combs, dressing	26 doz.	60½ cts. per dozen
" tuck	5 "	50 " "
" fine tooth	10 "	75 " "
" pocket	3 "	87 " "
Cotton waste	45 lbs.	10 cents per lb.
Copperas	25 "	2 " "
Castings	7807½ lbs.	3⅛ " "
Cotton, knitting	32 "	57½ " "
" darning	1 "	1.00 " "
" spool	99 "	47½ " "
Combs, curry	½ doz.	3.75 " doz.

D.

Drugs per contract		$1315.09
Dryers, liquid	6 galls.	63 cents per gall.

TABLE M—Continued.

E.

Engineers' stores		$260.10
Emory, cloth	2 doz. sheets	75 cts. per dozen

F.

Flannel, canton	46 yds.	11 cents per yard
" red	139½ yds.	20 " "
Flour, family	41 bbls.	7.83 per barrel
" extra	1185 bbls.	5.76 "
Fire clay	8 "	2.78 "

G.

Glass, window	5 boxes	2.04 per box
Glass and Queensware		$172.72
Gum camphor	6 lbs.	28 cents per lb.
Glue	35 "	21 " "
Gas burners	3 doz.	1.08 per dozen
Grains	231 bush.	10 cts. per bushel

H.

Hoes, garden	½ doz.	3.50 per dozen
Hose, men's	14 "	1.50 "
" gum	60 feet	20 cents per foot
Hinges	1 doz. pair	63 cts. per dozen
Hame strings	2 doz.	70 " "
Hops	75 lbs.	30 cents per lb.
Hay	7^{1195} tons	12.35 per ton
Hominy	132 bush.	1.15 per bushel

TABLE M—Continued.

Hardware		$318.18
Herrings	13 bbls.	5.30 per barrel
	I.	
Indigo blue	2 lbs.	1.18 per lb.
	L.	
Leather, sole	496¾ lbs.	33¾ cents per lb.
Lard	1622 "	7⅛ " "
Lead, white	525 "	8 " "
Lime	52 bush.	28 cts. per bushel
Lumber, Culls, dress'd	12864 feet	26.25 per thous'd
" Miscellaneous	22505 "	20.00 "
	M.	
Men's wear	1529 yds.	25¾ cts. per yard
Muslin, brown	8023 "	6⅓ " "
" bleached	249 "	10¾ " "
Mosquito netting	24 pieces	52 cts. per piece
Matches	50 gross	1.98 per gross
Mustard	140 lbs.	37 cents per lb.
Malt, ground	5 bush.	1.32 per bushel
Molasses	820½ galls.	35¾ cts. per gall.
Mackeral, No. 1	18 kitts	1.82 per kitt
" " 3	13 bbls.	4.75 per barrel
Mutton	30373½ lbs.	4.96 cents per lb.
Middlings	730 bush.	52 cts. per bushel

TABLE M—Continued.

N.

Nails, finishing	6 papers	14 cts. per paper
" cut	11 kegs	3.16 per keg
" wrought	70 lbs.	6 cents per lb.
Nutmegs	2 "	90 " "

O.

Oats	874 bush.	38¼ cts. per bush.
Oil, lard	230 galls.	55 cts. per gallon
" linseed	96 "	76 " "
" neatsfoot	2½ "	97 " "
" Merchant's gar'lg	½ doz.	4.50 per dozen
" gas	50 bbls.	4.81 per barrel
" sweet	1 doz.	6.75 per dozen
Oilcloth	36 yds.	33 cts. per yard
Onions	3 bush.	1.30 per bushel

P.

Padlocks	½ doz.	3.00 per dozen
Pins	6 packages	66 cts. per p'k'ge
Pies	900	7 cents each
Plaid, domestic	873 yds.	9⅕ cents per yard
Putty	250 lbs.	3 cents per lb.
Potatoes, Irish	630½ bush.	79 cts. per bush.
Potash	550 lbs.	8½ cents per lb.
Pork, salt	7514 "	6 " "
Pepper, black	240 "	14 " "
Peas	153[12] bush.	1.41 per bushel

TABLE M—Continued.

R.

Rice	13662 lbs.	6⅞ cents per lb.
Raisins	40 "	14 " "
Roach poison	2 doz.	1.75 per dozen
Rivets, tin	4 lbs.	50 cents per lb.

S.

Spectacles	6 doz. pairs	2.00 per doz. pair
Sand paper	5 quires	18 cts. per quire
Syrup, golden	4 galls.	45 cts. per gallon
Starch	228 lbs.	4 cents per lb.
Spoons, tinn'd iron	3 gross	6.12 per gross
Soap, toilet	3 doz.	75 cts. per dozen
" mammoth laundry	700 lbs.	6¼ cents per lb.
" country	9120 "	3 cents "
Shoe laces, women's	7 gross.	36 cts. per gross
" " leather	5 bundles	75 cts. per bundle
Sponges	4	47 cents each
Sauce, Worcester, *American*	2 doz.	3.18 per dozen
Shovels	1 1/12 doz.	10.30 per "
Screws	12 gross	34 cts. per gross
Salt	120 bush.	48½ cts. per bush.
" ground alum	27 "	31½ " "
Solder	47 lbs.	21 cents per lb.
Shoe findings		$9.75
Snuff	426 "	55 cents per lb.
Sugar, brown	23582 lbs.	7¼ " "

TABLE M—Continued.

Sugar, white	3144¾ lbs.	9 cents per lb.
Shoe blacking	5 doz.	50 cts. per dozen
Shoeing and repairs		$165.11
Seed, turnip	6 lbs.	30 cents per lb.
" cabbage	4 "	3.10 per lb.
" beet	¼ "	1.00 "
" bean	2 quarts	20 cents per qt.
" clover	½ bush.	4.20 per bushel
" radish	1 lb.	90 cents per lb.
" salsify	½ "	2.00 per lb.
" onion	2 lbs.	1.25 "
" peas	1 peck	1.75 per peck
" potatoes	82 bush.	1.18 per bushel
" cauliflower	2 oz.	75 cents per oz.
" celery	4 "	25 " "
" carrot	1 lb.	80 cents per lb.
" parsnip	1 "	75 " "
" spinach	3 lbs.	30 " "
" egg plant	1 oz.	75 cents per oz.
" timothy	1 peck	2.00 per bushel
Straw	30[1686] tons.	7.53 per ton

T.

Thread, patent	37 lbs.	1.40 per lb.
Tacks, carpet	36 papers	8 cts. per paper
" lasting	1 gross	25 cts. per gross
Trusses	5/12 doz.	27.60 per dozen
Tallow	20 lbs.	10 cents per lb.
Turpentine	18 galls.	39 cts. per gallon
Tin plate	5 boxes	11.70 per box

TABLE M—Concluded.

Tobacco	1624 lbs.	41⅞ cents per lb.
Tea, gunpowder	34 "	90 " "
" black	432 "	40 " "
" imperial	1083 lbs.	35⅞ " "
Tar	3 bbls.	2.25 per barrel

V.

Vinegar	409 galls.	24 cts. per gallon
Varnish, copal	3 "	1.72 per gallon

W.

Wood, pine	60¾ cords	3.75 per cord
Whips	1	$1.25
Wine, sherry	3 galls.	3.50 per gallon
Whiskey	185 "	2.33 "
Whiting	10 lbs.	2 cents per lb.
Wash boards	½ doz.	1.75 per dozen

Y.

Yeast powder	16 doz.	1.25 per dozen

REPORT OF THE ENGINEER.

BAYVIEW ASYLUM, January 1st, 1880.

To the Honorable Board of Trustees:

GENTLEMEN:

I herewith most respectfully present to you the Annual Report of this department for the year ending December 31st, 1879.

WM. KAISER, *Engineer.*

Total amount of Cumberland Coal consumed, and by what Department of the Institution.

1879.	Lbs.	Tons.	Pounds.
Flue Boiler	1,512,000	675	.....
Tubular Boiler	106,780	47	1,500
Blacksmith Shop	6,970	3	250
Carpenters' Shop	10,060	4	1,100
Main Gate	13,080	5	1,880
East Gate	4,980	2	500
West Gate	5,730	2	1,250
	1,659,600	740	2,000

Total amount of Lykens Valley Coal consumed, and by what Department of the Institution

1879.	Lbs.	Tons.	Pounds.
Centre Kitchen	70,460	31	1,020
Matron's Kitchen	61,350	27	870
Ironing Room	30,220	13	1,100
Gas House	54,860	24	1,100
Bake House	62,480	27	2 000
Pest Hospital	5,380	2	900
	284,750	127	270

Cumberland Coal on hand December 31st, 1879.....66 tons
Lykens Valley Coal on hand December 31st, 1879....45 "

REPORT OF THE GARDENER.

BAYVIEW ASYLUM, January 1st, 1880.

To the Honorable Board of Trustees:

GENTLEMEN:

Permit me most respectfully to present this, my Annual Report, as Gardener of the Institution, for the year ending December 31st, 1879.

Very respectfully,

BENJ. F. SAPP, *Gardener.*

Articles.	Bushels.	Dozen.	Bunches	Pounds.	Gallons.	Tons.	Number of.	Prices.	Amount.
Cabbage (heads of)							11,676	$ 2	$233 52
Turnips	401							30	120 30
Parsnips	194							40	77 60
Onions			19,152					1	191 52
Celery			2,094					8	167 52
Parsley			1,501					1	15 01
Lima Beans	45							75	33 75
Beets			454					4	18 16
Carrots			1,708					4	68 32
Egg Plants							470	3	14 10
Oyster Plants			443					5	22 15
Horse Radish (stalks)							70	4	2 80
Kale Sprouts	44							20	8 80
Spinach	48							30	14 40
Lettuce (heads of)							1,287	3	38 61
Cabbage Sprouts	58							30	17 40
Radishes			168					2	3 36
Green Peas	20							50	10 00
String Beans	32							30	9 60

Tomatoes	239					30	71	70
Potatoes	450					65	292	50
Peppers				14		20	2	80
Pickles					5,870	2 00	11	74
Onion (setts)	5					3 00	15	00
Hay				18		16 00	288	00
Cucumbers		165				6	9	90
Pigs					101		201	70
Pork			392			3	11	76
Geese					5	1 00	5	00
Calves					2	5 00	10	00
Butter			$173\frac{1}{2}$			25	43	38
Cream				$159\frac{7}{4}$		50	79	87
Milk				2339		20	467	80
Eggs		$1003\frac{1}{2}$				20	200	70
Ice				100		4 00	400	00
							$3,178	77

REPORT OF THE BAKER.

BAYVIEW ASYLUM, January 1st, 1880.

To the Honorable Board of Trustees:

GENTLEMEN:

I present my annual report as Baker of this Institution for the year ending December 31st, 1879.

Respectfully,

CHARLES JONES, *Baker.*

Flour received		1,183 bbls.
Loaves of bread baked	281,803	
" " on hand Jan. 1, 1879	355	
	282,158	
Sent for delivery	281,525	
On hand January 1st, 1880	633	
Weight of bread baked		352,253 lbs.
Average weight of each loaf		1 lb. 4 oz.

REPORT

OF THE

VISITING PHYSICIANS

For the Year ending December 31, 1879.

REPORT.

BAYVIEW ASYLUM, January 1st, 1880.

To the Honorable the Board of Trustees:

GENTLEMEN:

We herewith present, for your consideration, the Annual Report of the Medical Department of the Asylum for the past year. Number of patients remaining in Hospital, December 31st, 1878, 128; number of patients admitted to Medical Department from January 1st, 1879, 1354; number cured, 690; number relieved, 242; number died, 271; number remaining, 151. This report is taken from the Hospital statistics; and, of course, does not include that large number of cases treated in the dormitories, that were not sick enough to go to bed. This class is necessarily very numerous; and their medical attention constitutes a large proportion of the duties of this department. Our death rate is augmented by the broken down constitutions and large number of incurable diseases that fall to our lot, after the thorough culling, by the two medical schools of the city, for clinical material.

The health of the inmates has been excellent, with the exception of a return, during the heated term, of

malignant Dysentery, which was to be expected from the large number of those partially cured during the epidemic of 1878, lingering through the winter, and was almost entirely confined to these cases. We would call attention to the fact, that though we had quite a number (30) of children in the house during the summer, only three died from Cholera Infantum. This is a very good showing, considering the great mortality from this disease in the city. It is gratifying to be able to state that the Lying-in Department has no deaths of mothers to report, although there were several severe cases during the year.

INSANE DEPARTMENT.

Number remaining at last report, 177; number admitted, 84; number cured, 27; number improved, 40; number eloped, 15; number died, 21; number remaining December 31st, 1879, 158.

The majority of the inmates of this department are cases of Chronic Mania and Epilepsy, and seldom require confinement, except at night; and we are of the opinion that their condition could be very much improved by some light employment, which all authorities of the present day, on insanity, consider an important factor in its treatment. This, though, is absolutely impossible with the present limited space allotted to this class. The farm attached to the Asylum affords employment to many of the males; but when it is inclement, the females crowd the corridors, and sit with their hands idle in their laps, and make the atmosphere anything but agreeable or healthy. We therefore, urge the Honorable Board to exercise their powers to

the utmost, to procure more space for the pauper insane, where they can have the advantages of the modern improvements in the treatment of this terrible disease.

We thank the Board for the courtesy and promptness with which they have always met our wants and suggestions.

To the resident students we tender our acknowledgments for the faithfulness and ability with which they have discharged their duties to the Asylum and its inmates.

The Superintendent, Matron, and other officers of the Institution, are entitled to great praise and credit for their hearty co-operation and assistance.

We have the honor to remain,

Yours, very respectfully,

ST. GEO. W. TEACKLE, M. D.,
GEORGE B. REYNOLDS, M. D.

TABULAR STATEMENT

Of the number of cases treated in Bayview Asylum, for the year ending December 31st, 1879.

Diseases.	Admitted.	Cured.	Relieved.	Died.	Remaining.
Apoplexy	6	....	....	6	....
Arthritis (knee)	4	....	4	....	....
Anæmia	11	7	1	....	3
Abscess	10	5	1	1	3
Amputation (arm)	1	....	....	....	1
Asthma	3	2	1	....	....
Atrophy, (muscular)	1	....	1	....	....
Amaurosis	3	....	1	....	2
Ascites	4	....	3	1	....
Abortion (effects of)	2	2	....	....	....
Angina (simple)	1	....	1	....	....
Asthenia	1	....	....	1	....
Aneurism (of abdominal aorta)	2	....	1	1	....
Bright's disease	16	....	5	10	1
Bronchitis (chronic)	12	....	8	3	1
" (acute)	10	8	2	....	....
Balanitis	2	....	2	....	....
Burns	6	3	....	....	3
Brain (softening of)	6	....	....	6	....
" (abscess of)	1	....	....	1	....
" (concussion of)	1	....	....	....	1
Cancer (of breast)	7	....	4	2	1
" (of genito-urinary track)	1	....	....	1	....
" (of uterus)	3	....	1	1	1
Cystitis (chronic)	3	....	2	1	....
Cholera infantum	3	....	....	3	....
Congestion (of lungs)	3	....	....	3	....
Corneitis	1	....	1	....	....

TABULAR STATEMENT—Continued.

Diseases.	Admitted.	Cured.	Relieved.	Died.	Remaining.
Convulsions	3	1	....	1	1
Cellulitis	1	....	..	....	1
Carbuncle	1	1	....	....	....
Caries	2	....	1	1	....
Chorea	3	2	....	1	....
Cerebral effusion	1	....	....	1	....
Constipation	1	1	....	....	....
Cholera morbus	2	1	....	1	....
Cephalalgia	5	5	....	....	....
Cirrhosis	2	....	2	....	....
Dysentery	88	33	....	47	8
Debility (general)	32	10	8	7	7
Disease of hip, spine and thigh	1	....	....	1	....
Diarrhœa	44	38	1	5	....
Dropsy	4	....	1	2	1
Debauch	128	127	....	....	1
Dyspepsia	2	2	....	....	....
Empyema	1	....	....	1	....
Epilepsy	50	....	4	12	34
Erysipelas	20	15	2	2	1
Eczema	2	....	1	....	1
Enlarged Prostate	2	....	2	....	....
Exhaustion	3	....	....	3	....
Endometritis,(cervical)	2	....	1	....	1
Epididymetis	3	1	2	....	....
Fractures	4	3	1	....	....
Fever (malarial)	170	166	....	....	4
" (typho-malarial)	15	13	....	2	....
" (ephemeral)	1	1	....	....	....
Fistula (vesico vaginal)	2	....	2	....	....
" (in ano)	2	....	1	....	1
" (urinary)	2	..	2	....	....
Frostbite	9	7	....	....	2
Goitre (suppurating)	1	....	1	....	....

TABULAR STATEMENT—Continued.

Diseases.	Admitted.	Cured.	Relieved.	Died.	Remaining.
Gastritis	4	4	....	....	....
Gangrene (senile)	1	....	....	1	....
Heart disease	32	....	10	20	2
Hemiplegia	5	....	3	1	1
Hepatitis	3	1	....	....	2
Hemorrhage	2	....	1	1	....
Hernia	1	....	1	....	....
" (strangulated)	1	....	....	1	....
Hœmorrhoids	2	2	....	....	....
Hysteria	3	2	....	....	1
Injury (from fall)	13	10	3	....	....
Indigestion	2	2	....	....	....
Iritis	3	....	3	....	....
Icterus	3	1	....	1	1
Keloid	2	....	2	....	....
Keratitis	3	....	3	....	....
Lumbago	2	2	....	....	....
Miscarriage	2	1	1	....	....
Moribund	3	....	....	3	....
Malingerers	23	22	....	....	....
Meningitis	2	....	....	3	....
Menorrhagia	3	2	....	....	1
Marasmus	3	....	....	1	....
Necrosis	1	3	6	....	....
Neuralgia (intercostal)	19	8	....	....	2
Neuritis	0	1	....	....	....
Orchitis	1	2	....	....	....
Oak poisoning	2	2	....	....	....
Opium eating	2	....	5	1	....
Opthalmia	6	....	1	....	....
Onichia traumatic		....	....	....	1
Ovarian cyst		....	....	1	....
Oedema (of leg)	1	....	1	....	....
Phthisis pulmonalis	89	....	30	51	8

TABULAR STATEMENT—Continued.

Diseases.	Admitted.	Cured.	Relieved.	Died.	Remaining.
Pleurisy	11	5	2	3	1
Pneumonia (pleuro)	31	13	....	18	....
" (typhoid)	2	....	....	2	....
Paraplegia	4	....	3	....	1
Paralysis	17	....	3	11	3
Perforation of Bowel	1	....	....	1	....
Paronychia	6	4	....	....	2
Psoriasis	1	....	1	....	....
Pericarditis	1	....	1	....	....
Rheumatism (chronic)	30	....	21	2	7
" (acute)	30	25	1	....	4
" (syphilitic)	5	....	5	....	....
Senility	15	....	2	13	....
Scrofula	4	....	3	....	1
Suicide (attempted)	1	1	....	....	....
Septicæmia	7	....	1	6	....
Stricture (of rectum)	1	....	1	....	....
" (of urethra)	2	....	1	....	1
Scabies	2	2	....	....	....
Sprains	7	5	....	....	2
Sciatica	1	....	....	....	1
Tonsilitis	1	1	....	....	....
Toxicodomitis	1	....	1	....	....
Ulcers	62	34	14	....	14
Uræmia	3	1	2	....	....
Uterine (hemorrhage)	1	1	....	....	....
" (displacement)	4	3	1	....	....
Venereal diseases	120	69	34	2	15
Vaginitis	3	2	1	....	....
Varicose veins	1	....	1	....	....
Wounds (lacerated)	5	3	2	....	....
" (contused)	2	2	....	....	....
Total	1354	690	242	271	151

TABULAR STATEMENT—Concluded.

Insane Patients, &c.	Admitted.	Cured.	Improved.	Eloped.	Died.	Remaining.
Females	160	16	33	4	10	97
Males	101	11	7	11	11	61
Receiving cells	733	549	120	....	....	64
Total	994	576	160	15	21	222

TWENTIETH ANNUAL REPORT

OF THE

PARK COMMISSION,

TO THE

MAYOR AND CITY COUNCIL

OF BALTIMORE,

For the Fiscal Year Ending December 31, 1879.

THE PARK COMMISSION.

FERDINAND C. LATROBE, Mayor,
Ex-Officio Chairman.

THOMAS SWANN,
JOHN H. B. LATROBE,
WILLIAM E. HOOPER,
CHARLES H. MERCER,
GEORGE S. BROWN,
Commissioners.

REPORT.

To the Honorable the Mayor and
City Council of Baltimore:

In their last annual report the Commission expressed the belief that they would be able to carry on their work at Druid Hill and Patterson Parks, without other means than they would derive from the Passenger Railways. This they have done, although it has obliged them to postpone improvements which they would gladly have made had their means justified it.

DRUID HILL.

The importance of facilitating the access to this park from the central and eastern portions of the city had, from the beginning, impressed itself upon the Commission; and with this object in view, the approach from the Water Board's premises to the Druid lake embankment had been constructed some years since. It was not until the year just ended, however, that the Commission have been able to complete their original design by extending this improvement to North avenue through the property of the Water Board, and with the assent of the property holders on the west. The work here has been comparatively heavy; nor would the Commission have felt justified in undertaking it, had not the

sale of the iron on the track within the park, and of the surplus of the sheep and deer added to their ordinary resources. The extension of the tracks of the City Passenger Railway from North avenue to the Madison street entrance into the park, had made the "North avenue entrance" more than ever important; for, while the railway certainly afforded a very great convenience to the public generally, and no doubt largely increased the number of visitors to the park, it interfered, more or less, with the freest access of carriages, especially on occasions when the throng of visitors and number of cars obliged the railway company to set down their passengers at the gateway in the street, then equally thronged with vehicles of all descriptions. The new entrance is immediately opposite Oliver street, where it joins North avenue, and when this street is opened through the Bolton depot to Charles street, and when the railroad tracks, that now obstruct it, are removed, the access to Druid Hill Park from the centre of the city will be as direct as it can be made, while the approach from the east will be, as it now is, along North avenue.

The railings from two of the squares at the Washington Monument have been used to enclose in part the addition which has in this way been made to Druid Hill Park; and when the railings around the other squares there are received, as they probably will be in the spring, the enclosure will be still further extended. The roadway has been graded of a width of sixty feet, with sidewalks on either side separated from it by rows of trees. Beyond the sidewalks, the surface from North avenue to the Druid lake embankment will be planted with trees, shrubbery and flowers, and where the width admits, laid out with walks. On the side next the works of the Northern Central Railway, there will be planting so as to conceal the buildings from the houses, which, it

may be expected, will one day be built on the west side. An incident of this enlargement of Druid Hill Park will be that the Mount Royal Reservoir, which has heretofore been an isolated mound, will, with its beautiful fountain, become a striking and ornamental feature of the "North avenue entrance." The construction of a gateway, which has been designed, is beyond the present means of the Commission, and will be a matter for future consideration. In the meantime, a temporary one will be put up.

RAILWAY WITHIN THE PARK.

The extention of the City Passenger Railway to the Madison street entrance, and of the Citizens' Passenger Railway to the Chinese station on Druid Hill avenue extended, and the success of the Park Phaetons within the park, had so facilitated the access of pedestrians, that the railway, terminating at Council Grove station, had become comparatively useless, and the Commission accordingly took it up. Valuable as it was, when first built, the occasion for it had passed away. A better system had superseded it, and the sale of its iron, as already intimated, gave the Commission the means of making a most desirable improvement.

ZOOLOGICAL GARDEN.

The interest of the public in this would seem to have in nowise abated, to judge from the attractiveness of the former carriage shelter converted into a Monkey house, in part, and in part used for a few other wild animals, given to the Commission from time to time. Too small for the bears belonging to the park, even had it been suitable otherwise, the interest which the visitors to the park seemed to take in these animals, induced the Commission to build a regular bear pit

with dens attached, not far from the Monkey house; and this has been all that has yet been accomplished in carrying out the plan of a Zoological Garden. The want of the Mason property already more than once referred to in former reports, still prevents anything from being done under the Act of Assembly providing for the establishment and maintenance of an institution of this description. In this connection, the Commission again call your attention to the importance of procuring, either by purchase or condemnation, the title to the Presstman property within the limits of the park, not far from the German burying ground.

THE BULL FOUNTAIN.

Among the most frequent and apparently interested visitors to Druid Hill Park during past years, was the late Mr. W. C. Bull, a grand-son of the late William C. Conine; and after his death, his grand-mother, Mrs. William C. Conine, desiring to have placed in the park some memorial of his attachment to it, proposed to erect, at her own expense, a fountain there for the purpose; and having chosen a design that was approved by the Commission, placed $3500 at their disposal. The site selected has been the basin in front of the pavilion, where an ornate structure has been erected with an inscription suggested by Mrs. Conine. It is a most attractive ornament, and the Commission have expressed to Mrs. Conine their sense of her unsolicited liberality in making this very handsome gift.

FISH CULTURE.

In their last annual report the Commission stated what had been done in carrying out the plan of the State Fish Commissioner in this regard. Since then he has relined and greatly improved the ponds near the hatching

house; and the Carp ponds, having been completed, have fully realized all his expectations. The fish placed there have greatly multiplied, and distribution has already been made of their product through the State. The ponds themselves, now that they have been completed, form an attractive feature in what was before the wildest and most unprepossessing portion of Druid Hill Park.

SHEEP AND DEER.

The increasing reputation of the Southdown flock at Druid Hill, enabled the Commission to sell the buck lambs of the last spring at twenty dollars each, and it is believed that in every instance purchasers have been well satisfied. The Commission sold to the Commissioners of Fairmount Park, forty ewe lambs and one of their Walsingham rams for one thousand dollars, and have heard good accounts from them. With a view to still further increase the character and reputation of the flock, the Commission requested Mr. John Merryman, well known throughout the State as an agriculturist and stock raiser, to procure while he was in England in the last summer, two rams of the best Southdown flock in Great Britain, and in filling his commission, it is believed that the two which were received in October last, have not been surpassed by any ever imported into the United States. Next season the price for buck lambs will be twenty dollars. The deer have found a ready market in Baltimore and New York, the Commission selling all the bucks so as to keep the herd down to two hundred in the herd. There are now 152 ewes, three imported rams and five buck lambs in the flock of sheep.

BRIDLE ROADS.

These have been constructed by the labor of the park when it could be spared from the work of repairing gener-

ally, and in the spring several miles will be open for use in the shady and most attractive portions of the park. The plan of indicating routes over the lawns, as stated in the last report, was not a success.

THE MARYLAND BUILDING.

This continues to be a constant attraction. The collections of birds and curiosities made by Mr. Lugger, the Park Naturalist, in Demerara, have been put in order and arranged.

THE AQUARIUM.

With a view to the establishment of an Aquarium in the park, Mr. John W. Garrett, who has on more than one occasion signalized his interest in Druid Hill by liberal donations, offered to give ten thousand dollars for the establishment of a marine and fresh water aquarium; it being understood that such preliminary information should be obtained as would make the aquarium a success, or at all events, obviate, as far as practicable the risk of a failure that would be mortifying to all concerned. The distance of Baltimore from the sea deprived it of the advantages that were enjoyed by the New York Aquarium, and those of Brighton in England and Havre in France, in connection with the marine feature—which made it the more important to obviate all difficulty by previous careful enquiry. With a view to all this, Mr. Garrett placed the Commission in communication with Professor Martin and Dr. Brooks of the Johns Hopkins University, and the whole subject was thoroughly discussed between them and Mr. T. B. Ferguson, the well known and experienced Fish Commissioner of the State, with the aid, so far as the architectural conditions were involved, of Mr. G. A Frederick, the architect of the Commission. Mr. Edgar, and

Mr. Roberts, of the New York Aquarium, have manifested a lively interest in the matter, and have offered their aid in bringing the plan to a successful issue. The plan of an Aquarium, therefore, is still immature; nor are the Commission able at this time to report definitely in regard to it. If carried out, it will be under circumstances that will, as far as care and caution go, preclude failure.

PATTERSON PARK.

The only work done here since the last report, has been the building of a kitchen to the superintendent's house, which became necessary to replace the room in the cellar which had long been used as such, and to which the continued ill health of the superintendent's family was, in a great degree, attributed. The park retains its reputation for the good condition in which it is kept, and its conservatory continues as attractive as ever. In the report of Mr. Faust, the superintending engineer, a list of the additions to it will be found.

RIVERSIDE PARK.

All the improvements mentioned in the last annual report have been completed, and the fountain more than answers the expectations that were formed of it, and is very much admired. The appearance of the grounds is very different from what it was when it came into the charge of the Commission, and is altogether satisfactory.

When called upon by the committee of your honorable body for an estimate of what means were required to carry on the park for the ensuing year, or rather the year then current, the Commission struck from the report of Mr. Woods, the superintendent, everything that was not absolutely necessary, and the appropriation was made accordingly. But it

so happened that the whole of this was not expended at the close of the fiscal year, but that there was a balance of eighteen hundred dollars which was at once carried into the treasury; the result of which has been to prevent a single tree from being planted, where hundreds, owing to the bareness of the ground, which came into the hands of the Commission a barren common, were necessary; and every laborer but one had to be discharged, who, with the gate-keeper, forms the whole force, when at least a dozen men could be profitably employed at seasons which permitted it. It is earnestly hoped that the Council will make an appropriation to enable the work here to be actively prosecuted on the opening of spring.

FEDERAL HILL PARK.

The Commission took charge of this as soon as the resolution of your honorable body directed them to do so, and gave instructions to Mr. Faul, their engineer, to proceed to make a plat of the property showing horizontal intersections four feet apart, to enable him to determine what could be done with the very impracticable surface, seamed as it was with gullies, and presenting many difficulties in the preparation of a plan of improvement that would, while it was effective, be economical. This he has done with great care and accuracy, employing such portions of his time as he was able to spare from his other duties. From what Mr. Faul has done, there is no doubt that Federal Hill Park may be made not only useful to the surrounding population, but a distinguishing feature in the city's embellishment. The bastion-fronted fortification on the summit can be obliterated, and a plateau, diversified with trees and walks and flowers, can be obtained, from the northern margin of which, eighty-two feet above tide, a balustraded terrace will afford a view of the entire city

and inner harbor—the terrace to be reached by a flight of steps from Hughes street, as well as by walks of gentle ascent, winding up the steep sides of the Hill. Other approaches for pedestrians can also be had from Johnson and Covington streets, of the same character, while the approach from Warren street on the south will be for carriages, the street being graded and paved already to the level of the plateau.

It is proper to say here, however, that Hughes street is the only one of the four surrounding Federal Hill, that is graded and paved throughout its length where streets bound the property. There must be a very heavy excavation at the south end of Covington street, and at the east end of Warren street, and considerable excavation on Johnson street, between Hughes and Warren streets, in the opening by the city of these streets, respectively, before the plan for the improvement of Federal Hill as a public park can be fully carried out; and in the opening of Johnson street, its eastern line should be extended from a point south of Montgomery street, to Hughes street, to complete the square and economise the work of improvement. In the meanwhile, however, much may be done towards carrying out the action of the Council in making it a public park, and a plan may be adopted looking forward to the grading of the streets referred to by the city. Such a one has been prepared, subject to future modifications as the work progresses.

The Commission have been informed, although not authoratively, that the proprietors of the observatory that has been for so many years maintained on Federal Hill, are willing to construct a new building at their own expense in place of the present one. Should this prove to be the case, the Commission will be most ready to afford them every facility for their object.

The report of the engineer in the appendix will be found to enter more into detail in this connection.

PLANS FOR THE FUTURE.

As at present advised, and with no probable large increase of their means, the Commission see nothing more to be done in any of the parks under their charge, just now, but to carry out what has already been suggested.

Appended are the following documents:

1. Report of General Superintendent.

2. Report of Mr. Frazier at Patterson Park.

3. Receipts and expenditures at Druid Hill, Patterson and Riverside Parks.

4. Balance sheet.

5. Comparative statement.

6. Visitors.

7. List of employees.

By order,

D. RAYHICE, *Secretary.*

December 31, 1879.

Report of General Superintendent.

OFFICE OF THE ENGINEER AND GENERAL SUPERINTENDENT,

Druid Hill Park, December 31, 1879.

To the Commissioners of Public Parks of Baltimore:

GENTLEMEN:—The following annual report for 1879, of your Engineer and General Superintendent, is respectfully submitted:

I. DRUID HILL PARK.

In opening my last year's report, mention was made of the continuous efforts for improving the verdure of lawns by manuring and general top dressing, of which four hundred loads of compost were reported to have been strewn then, and now again five hundred loads may be added as ready for further distribution over the most needy portions of the lawns. The gardener has done all in his power, with the very small help at his command, in effecting like results in the appearance of trees and shrubs; also, in the trimming of border of roads and walks; besides attending to the flower department of the park.

Agreeably to the order of your Board some years ago, the plan of improving surface-drainage, by means of road and walk gutters, was continued this year. Eight thousand seven hundred and fifteen feet of stone, and three thousand five

hundred feet of brick gutters were laid, enhancing the excellence, as well as utilizing the appearance of the roads.

In repairing drain-pipes below the skating pond, in the vicinity of the Music Pavilion, an old spring was opened and improved by a cheap brick structure, to be enhanced by proper walks, shortly. Another new spring was opened north of the High Service Reservoir, and is utilized as a watering place for horses—a very much needed feature in this locality. The ornamentation of this horse-trough was donated by Messrs. M. Gault & Sons, stone-cutters.

The roads and walks have been repaired and improved as far as the strictest economy and small means would allow. A new entrance having been made at the northwest corner of the park, it was found necessary to widen and re-gravel the road passing "Seven Oaks," now called Pimlico road, owing to the increased travel on the same.

A permanent improvement was introduced by the construction of a bear pit near the monkey house, in a walk leading to Silver spring, and fronting the slope of Druid Hill. In this structure, capacious dens have been provided, where at present a prairie wolf shares quarters with the bears.

Another permanent improvement was made in the erection of a substantial rail and picket fence on Woodberry lane, especially near the north gate, where also preparatory grading by the County and Park Commission was carried out according to my last annual report.

Detailed surveys were made in accordance with your plans to erect a new entrance by North avenue, including in the park improvements the flat grounds of the Water Board, in front of Mount Royal Reservoir, and along Mount Royal avenue. Instead of the former heavy ascent by John street, an excavation of about ten thousand cubic yards was required to effect an easier grade, which was satisfactorily executed by

J. L. Bowen, the material being used principally for filling up on the east side of Mount Royal avenue, whereby more level ground could be gained for grasses, flowers, trees and shrubbery.

The bridle roads mentioned in last year's report, special studies and surveys of which were examined and approved by you, were commenced in the latter part of this season, and though only a force of a few skilled hands could be spared for this work, a fair progress was, nevertheless, made, and the largest portion of the northern bridle road completed, and will be opened for the use of equestrians in the spring. A novel feature of this road is the fording of the stream north of the new fish ponds, where, instead of constructing a horse-trough, a small pond was shaped and its bottom paved; at the same time, provision being made for the separation of clear water from the muddy rain water. It may be expected that bridle roads laid out under the same economical system as those in the northern section of the park will be completed early next spring in the eastern part, for which the necessary surveys and plans have already been prepared.

Besides the improvements enumerated in the foregoing, nothing of special importance is to be reported save the regular routine work carried on under your own supervision.

In the handsome ornamental fountain, erected south of the Mansion, you have received a valuable contribution to the attractions of Druid Hill Park.

Before closing these remarks on Druid Hill Park, I have, in reference to the topographical map spoken of some years ago, to report that during last year my notes and sketches for all topographical features of the park, were nearly completed, and I hope to furnish you, during the coming year, with the corresponding map.

Captain Cassell deserves much credit for his activity in the performance of all duties assigned him.

II. PATTERSON PARK.

A tract of park land extending from the Taurus Fountain, down to the north end of the lake, had to be ploughed up and seeded with lawn grass, in order to eradicate an obstinate growth of wire grass (so exhausting and obnoxious to all grass plats). Fine grass plats have been achieved by the good management of Mr. Frazer, as the young grass has made a very good start in spite of an unfavorable season. Through this tract of ground a new walk was also graded in an almost direct line from the main entrance to the southeast corner of the park, which is much used by a large number of mechanics employed at Canton, as it is a much shorter cut for them.

Between the east drive and locust walk, this locality being a rather wet portion of the park, drain tiles of one hundred and fifty yards in length had to be laid, and it was only by the help of these, that the tree holes, otherwise, constantly filling up with water, could be dug and the trees planted.

The following were planted last spring:

12 Japan Jinko.
12 Tulips.
10 Norway Maples.
6 White Birch.
12 Norway Spruce.
12 Scotch Pine.
12 Pines Excelsa.
24 American Arborvitae.

Which trees, with the exception of the evergreens, were transplanted from the park nursery, in tree holes 4x4x2, filled with good soil and carefully mulched during the summer, and are doing well.

The usual attention was given to roads, walks and grass, by keeping them in such good order as your limited means would permit.

A necessary addition is being built to the Superintendent's house by Thomas Jones, and is expected to be finished in January.

A list of plants added to the collection in the much-admired Conservatory since the publication of last report has been furnished by Mr. Frazer, and is given in the following:

LIST OF PLANTS

In the Conservatory at Patterson Park.

Botanical Name.	Common Name.
Abelia floribunda.	
Abutilon, 10 varieties.	Mallow.
Acacia, 10 "	Mimosa.
Acalypha marginati.	Mercury.
" musaica.	
" macafeeana.	
" tri-color.	
Acanthus niger.	
Achras sapota.	Sapodilla.
Adamia versi-color.	Bansook.
Achania Splendens.	
Achimenes, fine collection.	
Æchmea fulgens.	
Æschynanthus species.	
Agapanthus umbellatus.	African lily.
" " albidus.	White African lily.
" " variegatus.	Variegated African lily.
Agave, 25 species.	Century plant.
Allamanda Schottii.	
" nerifolia.	
Alocasia Jenningsii.	
" metallica.	
" macrorhiza var.	

Botanical Name.	Common Name.
Aloe, Socotrina and others.	Soccotrine aloes.
Aloysia citriodora.	Lemon verbena.
Alpinia nutans.	
" vitata.	
Amaryllis, 9 varieties.	
Amomum cardamomum.	Yields Cardamon seed.
Amorphophallus Riverii.	
" nivosis.	
Aananassa sativa.	Pine apple.
" " var.	
Anglonemia commutata.	
Anona Cherimolia.	Custard apple.
Anthurium acaule.	
" crystallinum.	
" lucanerva.	
" magnificum.	
" rubricaulis.	
" regale.	
" Shertzerianum.	
" Sagitafolia.	
Anthericum variegatum.	
Antigonum leptopus.	
Antholyza Æthiopica.	
Aralia elegantissima.	
" Guilfoylei.	
" papyrifera.	Rice paper plant.
" leptophylla.	
" Veitchii.	
Aphelandra faciata.	
Araucaria, excelsa.	Norfolk Island pine.
" Bidwillii.	
Ardisia crenulata.	
" " alba.	
Aristolochia gigas.	Birthwort.
" gigantea.	
Arthanthea elongata.	
Artocarpus incisa.	Bread fruit.
Anacardium occidantale.	
Arthropogon japonica stricta	

Botanical Name.	Common Name.
Aspidistra lurida.	
" " var.	
Azalea Indica, 50 varieties.	
" mollis, 12 "	
Banisteria ferruginea.	
Beaucarnea glauca.	
" tuberculata.	
Beaumontia grandiflora.	
Begonia, 30 varieties.	
Bertolonia pubescens.	
" Van Houttii.	
" superba.	
Beureria succulenta.	
Bignonia Chamberlaynii.	Trumpet flower.
" jasminoides.	
" venusta.	
Billbergia macrocalyx.	
" porteana.	
" rotundifolia.	
" zebrina.	
Bixa orellana.	Yields annato.
Boswellia serrata.	Frankincense of the ancients.
Bougainvillea spectabilis.	
Bouvardia, 3 varieties.	
Brachychiton populneum.	
Brexia chrysophylla.	Golden leaved Brixia.
Brugmansia Knightii.	
Bryophyllum calycinum.	Leaf plant.
Cactus, many species.	
Caladium, fine collection.	
Callicarpa purpurea.	
Callistemon semperflorens.	
" veridiflorus.	
Cacalia ficoides.	
Camellia japonica, 35 varieties.	
Campsidium filicifolium.	Fern-leaved Campsidium.
Carludovica palmata.	
Carnations, 6 varieties.	
Carolinea macrocarpa.	

Botanical Name.	Common Name.
Cassia lanceolata.	Senna.
" orientalis.	
Casuarina equisetifolia.	Toa tree.
" stricta.	He oak.
Campylobotrys Ghiesbreghtianus.	
" refulgens.	
Cereus grandiflorus.	Night-blooming Cereus.
Centradenia floribunda.	
" grandifolia.	
" rosea.	
Certanthera magnifica.	Magnificent Certanthera.
Ceratonia siliqua.	St. John's bread.
Cerissa fœtida.	
" " variegata.	
Cestrum aurantiacum.	
" parqui	
Charlwoodia congesta.	
Chorozeura ilicifolia.	
" cordata.	
" grandiflora.	
" varia.	
Choisya ternata.	
Cissus discolor.	
Cistus hirsutus.	
" incanus.	
Cinnamomum cassia.	
Citrus aurantium.	Orange tree.
" limonum.	Lemon tree.
Clerodendrum Balfourii.	
Clerodendrum speciosissimum.	
" splendens.	
Crinum Americanum.	
" longifolia.	
" amabile.	Pleasing Crinum.
Citharexylum species.	Fiddle wood.
Coccoloba platyclada.	
Coccoloba species.	
Cobæa scandens.	
Coffea Arabica.	Coffee tree.

Botanical Name.	Common Name.
Combretum purpureum.	
Cookia punctata.	Wampee tree.
Coronilla glauca.	Seven-leaved Coronilla.
Columnea Schiediana.	
Colocasia odorata.	
Croton augustifolium.	Croton Oil plant.
" acubæfolium.	
" aurea maculata.	
" Bismarck.	
" cascarilla.	
" Challenger.	
" cornutum.	
" Cooperii.	
" Disraeli.	
" faciatus.	
" enterruptum.	
" irregulare.	
" Johannis.	
" Lord Derby.	
" Lord Cairns.	
" MacArthurii.	
" maculatum Katonii.	
" multicolor.	
" majesticum.	
" maximum.	
" moorianum.	
" nobilis.	
" ovafolium.	
" pictum.	
" Queen Victoria.	
" regina.	
" spiralis.	
" tortilis.	
" undulatum.	
" variegatum.	
" " rubrum.	
" variabilis.	
" Veitchii.	
" volutum.	

Botanical Name.	Common Name.
Croton Weismannii.	
" Youngii.	
Curculigo recurvata.	
Cyanophyllum magnificum.	
" assamicum.	
" spectandrum.	
Cuphea platycentea.	
Cytisus atleyanus.	
Cyrtodeira fulgida.	
" metallica.	
Cyclamen persicum.	Sow bread.
Crassula lactea.	Milky Crassula.
" perfoliata.	
Daphne odora.	Spring laurel.
Dasylirion glaucum.	
" gracilis.	
" semitifolium.	
" robustum.	
Dacrydium cupressinum.	
Delechampea Roezliana rosea.	
Desmodium gyrans.	Dancing plant.
Dichorizandra ovata.	
Dieffenbachia Bausei.	
" Braziliense.	Dumb cane.
" picta.	
" Weirii.	
Dioscorea discolor.	Chinese Yam.
Diosma ericoides.	
Dipladenia amabilis.	
" spectabilis.	
Dorstenia contrajerva.	
" argentea.	
Drymonia turialvae.	
Doryanthes Valmerii.	Rock lily, New Zealand.
Dracœna Amabilis.	
" Baptistii.	
" Braziliensis.	
" Cooperii.	
" Elegaus rubra.	

Botanical Name.	Common Name.
Dracæna ferrea.	
" Fraserii.	
" Guilfoylei.	
" gracilis.	
" hybrida.	
" imperialis.	
" indevisa.	
" Movreana.	
" nigra.	
" rosea picta.	
" nobile stricta.	
" Shepherdii.	
" terminalis.	
" " picta.	
" umbraculifera.	
" Youngii.	
" Australis.	
" splendens.	
" nobilis.	
" Gouldiana.	
" curvifolia.	
" porphyrophylla.	
" regina.	
" Siamensis.	
" Hageana.	
" ensifolia.	
Duranta baumgartii.	
Echites argyrea.	
" melalenca.	
" rubra venosa.	
Edwardsia microphylla.	
Epiphyllum grandiflorum.	Night-blooming E.
" truncatum, 12 var.	Crab Cactus.
Epacris delicatissima.	
Eranthemum Andersonii.	
" atropurpureum.	
" Cooperii.	
" igneum.	
" tuberculatum.	

Botanical Name.	Common Name.
Eranthemum tri-color.	
" pictum.	
" pulchellum.	
" sanguineolentum.	
" laxiflorum.	
" verbenacae.	
Erica arborea.	
" coluna vulgaris.	
" mediterranica.	
" multiflora.	
" vulgaris.	
Eriocnema marmorata.	
Eriobotrya japonica.	Loquat tree.
Eucharis grandiflora.	
Eucodonia Van Houttii.	
Eugenia jambosa.	Jambose apple.
" ternifolia.	
Euphorbia canariensis.	
" jacquinæflora.	
" monstrum.	
" prunifolia.	
" splendens.	
" triangularis.	
Escallonia montevidensis.	
Excæcaria discolor.	
Fabiana imbricata.	
Farfugium grande.	
Ficus australis.	Australian fig.
" elastica.	India rubber tree.
" lanceolata.	
" Parcellii.	Variegated fig.
" repens.	
Fittonia argyroneura.	
" gigantea.	
" Pearcei.	
Fuchsia, 20 varieties.	
Franciscea Hopeana.	
" latifolia.	
Furcræa gigantea.	
Gardenia amœna.	Cape jasmine.

Botanical Name.	Common Name.
Gardenia florida.	
" Fortunei.	
" radicans.	
" " var.	
" Thunbergii	
Genista canariensis.	
" candicans.	
Gesnera, 8 varieties.	
Gloxinia, 25 "	
Goldfussia anisophylla.	
Grevillea robusta.	
Greya sutherlandii.	
Guilandina bonducella.	
Habrothamnus elegans	
Hæmanthus coccineus.	
" acuminatus.	
Hamelia grandiflora.	
Haworthia, several species.	
Hedera helix.	English ivy.
Hedychium coronarium.	
" Gardnerianum.	
Hernandia sonora.	Barber tree.
Heterocentron roseum.	
Hexacentris mysorensis.	
Hibiscus rosa sinensis.	Chinese althæa.
" Cooperii.	
" flora pleno, and others.	
Hoya carnosa.	Wax plant.
" bella.	
Hura crepitans.	Sand-box tree.
Hydrangeas, several varieties.	
Hypericum calycinium.	St. John's wort.
Ilex paraguensis.	Mate or Paraguay tea.
Imatophyllum miniatum.	
Inga pulcherrima.	
" rosea.	
" ferruginea.	
Ipomœa Horsfalliæ.	Species of morning-glory.
" Mortonii.	" "

Botanical Name.	Common Name.
Ixora Fraserii.	
" coccinea superba.	
" crocata.	
" blanda.	
" Colei.	
" princeps.	
" Prince of Orange.	
Isolepsis gracilis.	Graceful Isolepsis.
Jacaranda mimosifolia.	Mimosa leaved trumpet flower.
Jasminum multiflorum.	Jasmine.
" grandiflorum.	
" Duchess d'Orleans.	Double jasmine.
Jatropha multifida.	French physic nuts.
Justicia calytricha.	
Kæmpferia Galanga.	Greater galangal.
Lachenalia pendula.	
" tri-color.	
" quadri-color.	
Lasiandra argentea.	
" macrantha.	
" floribunda.	
Laurus camphora.	Camphor tree.
" persea.	Alligator pear.
Lee acoccinea.	
Ledenbergia rosea.	
Linum flavum.	Yellow flax.
" tryginum.	
Libonia floribunda.	
" Peurhosiensis.	
Lopezia racemosa.	
Lomatia heterophylla.	
Mangifera indica.	Mango tree.
Magnolia fuscata.	Magnolia
Mahernia adorata.	
Malpighia species.	
Mammea Americana.	Mammee apple.
Mandina domestica.	
Medinilla magnifica.	Magnificent medinilla.
" erythrophylla.	Red-leaved "

Botanical Name.	Common Name.
Menispermum canadense.	
Mesembryanthemum blandum.	
" cordifolium.	
Meltosideros semperflorens.	Bottle brush.
" pinifolia.	
" floribundus.	
Mayenia erecta.	
Marauta argyrea.	Arrow root.
" bellula.	
" chimboracensis.	
" coccinea.	
" bi-color.	
" exemia.	
" illustris.	
" Makoyana.	
" massengiana.	
" ornata.	
" majestica.	
" porteana.	
" princeps.	
" regalis.	
" tubspatha.	
" Veitchii.	
" Warscewiczii.	
" Wallisii discolor.	
" Vanden Heckei.	
" undulata.	
" splendens.	
" zebrina.	
Miconia peruviana.	
Moræa blumenaca.	
Murraya exotica.	
Muhlenbechia rotundifolia.	
Musa decca.	Banana.
" enseta.	Aysinian banana.
" Cavendishii.	Dwarf "
" Sapientum.	Plaintain "
" Zebrina.	Striped "
Mussænda frondosa.	

Botanical Name.	Common Name.
Myrtus communis.	Common Myrtle.
Myristica officinalis.	Nutmeg tree.
Mepenthes distillatoria.	Pitcher plant.
" gracilis major.	" "
" Hookeriana.	" "
" lævis.	" "
" phyllamphora.	" "
" Bafflesiana.	" "
" sedenii.	
Narcissus compernella.	
Nerium oleander.	Common oleander.
" rubrum plenum.	Double red "
Olea fragrans.	Fragrant olive.
Opuntia cochinillifera.	Prickly pear—yields food for cochineal insects.
" Braziliensis.	
" inoperta.	
" Tuna.	Indian fig.
Oxalis, several varieties.	
Ormthogalum aureum.	Star of Bethlehem.
Panax laciniatum.	Gingseng.
Pancratium maritimum.	Sea daffodil.
Pandanus furcatus.	Forked-spined Pandanas.
" gracilis.	Graceful screw pine.
" javanicus var.	Screw pine from Java.
" Veitchii.	
" ulitis.	Yields useful fibre.
Panicum variegatum.	Ornamental grass.
" sulcatum.	Panic grass.
Papyrus antiquorum.	Ancient paper plant.
Passiflora decaisneana.	Passion flower.
" princeps.	
" cærulea.	
" trifaciata.	
" Pfordtii.	
Paullinia thalictrifolia.	
Pelargonium, 25 varieties.	
Peperomia argyræa.	
" maculosa.	

Botanical Name.	Common Name.
Peperomia magnolifolia.	
Pereskia aculeata.	Barbadoes gooseberry.
Pedilanthus pellata.	
Philodendron pertusum.	(Syn.) Monsteria deliciosa.
Phillanthus rosea pictus.	
" nivosus.	
Phormium tenax.	New Zealand flax.
" " variegatum.	
Phyllotænium amabilis.	
Pilea muscosa.	Artillery plant.
Piper nigrum.	Black pepper.
Pitcairnea splendeus.	
Pittosporum tobira.	
" " variegatum.	
" eugenioides.	
Primula sinensis.	Chinese primrose.
Pleroma elegans.	
Plumbago rosea.	
" alba.	Blister root.
" capensis.	Leadwort.
Plumieria purpurea.	South American jasmine.
Poinsettia pulcherrima plena.	
" " alba.	
Poinciana "	Barbadoes flower fence.
Pothos argyræa.	
" violacea.	
" crassinervis.	
" tridentata.	
Psidium pyriferum.	Guava.
" cattleyanum.	
Punica granatum.	Pomegranate.
Puya Altensteinii.	
" coarctata.	
Quisqualus pubescens.	
Rivina humilis.	
" mollis.	
Rhodea japonica.	
Rhynchospermum jasminoides.	
Rhodostoma gardenioides.	

Botanical Name.	Common Name.
Richardia æthiopica.	Calla lily.
" albo maculata.	Spotted lily.
Rogiera thyrsiflora.	
Rochea falcata.	
Ruellia formosa.	
" macrantha.	
Russelia juncea.	
Salvia Mexicana.	
Sanchezia nobilis var.	
Sanseviera guineensis.	Bow-string hemp.
" Zeylanica.	
Sarracenia flava.	North American pitcher plant.
" purpurea.	" " " "
Schinus molle.	
Selaginella caulesceus.	
" cæsia.	
" " arborea.	Tree moss.
" cordata.	
" cordifolia.	
" Cunninghamii.	
" cuspidata.	
" denticulata.	
" flabellate.	
" involvens.	
" lepidophylla.	Resurrection plant.
" Martensii.	
" " variegata.	
" paradoxa.	
" plumosa.	
" Poulterii.	
" rubicans.	
" rubricaulis.	
" rupicola.	
" triangularis.	
" Schottii.	
" Wildenovii.	
" Warscewiczii.	
Siphonia elastica.	Caoutchouc.
Solanum jasminoides.	

Botanical Name.	Common Name.
Solanum jasminoides var.	
" Pseudo-Capsicum.	Pepper-like solanum.
Sonerila Hendersonii argentea.	
" " marmorota.	
Scutellaria coccinea.	
Sparaxis striata.	Turtle-back plant.
Sphærogyne latifolia.	
Sericographis Ghiesbregtiana.	
Solandra grandiflora.	
Sciadocalix digitaflora.	
Stapelia fœtida.	
" campanulata.	
" hirsuta.	
Stenocarpus Cunninghamii.	
Stenogastra concinna.	
Stigmaphyllon ciliatum.	
Stephanotis floribunda.	
Strelitzia regina.	
" Nicolai.	
" plumila.	
" spatula.	
Tabernæmontana camassa.	
" coronaria flora pleno	
Tacsonia ignea.	
Tamarindus indica.	Tamarind plant.
Tecoma grandiflora.	
" rosea.	
Terminalia elegans.	
Thea veridis.	Tea plant.
Thunbergia laurifolia.	
Thyrsacanthus lilacinus.	
Tillandsia coarctlata.	
" recurvata.	
Torenia, several varieties.	
Tradescantia, several varieties.	
Triteleia hirta.	

Botanical Name.	Common Name.
Veltheimia viridifolia.	
Xylophylla latifolia.	
Yucca aloifolia.	Spanish bayonet.
" " variegata.	
" Guatemalensis.	Yucca from Guatemala.

CYCADS.

Botanical Name.	Common Name.
Cycas revoluta.	Sago palm.
" circinalis.	
" media.	
Zamia species.	
Macrozamia Prietii.	
" cylindrica.	

FERNS.

Botanical Name.	Common Name.
Acrostichum caulifolia.	
Adiantum æmulum.	Maiden-hair fern.
" capillus veneris.	
" concinum.	
" " latum.	
" cuneatum.	
" curvatum.	
" Braziliense.	
" Farleyense.	
" gracilimum.	
" excisum multifidum.	
" formosum.	
" fulvum.	
" macrophyllum.	Large-leaved Adiantum.
" manlapformis.	
" Martinicense.	
" pubescens.	
" tenerum.	
" tenellum.	

Botanical Name.	Common Name.
Adiantum trapeziforme.	
" amabilis.	Pleasing Adiantum.
" multifidum.	
" sessile.	
" varium.	
" assimile.	
" Luddemanianum.	
Alsophylla Australis.	Australian tree fern.
Asplenium cicutarium.	Spleen-wort.
" plumosum.	
" longissimum.	
" viviparum tobasia.	
Athyrium goringianum pictum.	
" felix mas. frizellia.	
Aspidium trifoliatum.	
Anemia Mexicana.	
Blechnum braziliensis.	
" polypodioïdes.	
Cibotium spectabile.	
" Schiedei.	
Cyrtomium Fortunei.	
Davallia Tyermanni.	
" trichosticha.	
" villosa.	
" dissecta.	
" divaricata.	
Dennstœdtia davallioides Youngii.	
Dicksonia antartica.	Dickson's tree fern.
Didymochlæna lunulata.	
Dictogramma japonica.	
Doodia caudata.	
Drynaria guercifolia.	Oak-leaved Drynaria.
Diplazium decussatum.	
Goniophlebium subauriculatum.	
Gymnogramme decomposita.	Golden fern.
" chrysophylla.	
" sulphurea.	
" peruviana.	Silver fern.
" trifoliata.	

Botanical Name.	Common Name.
Hemionitis palmata.	
Hypolepsis repens.	Creeping hypolepsis.
Lastrea Seiboldii.	
" patens.	
" Smithii.	
" augescens.	
Lastrea filix-mas cristata.	Male fern.
Lomaria gibba.	Dwarf-tree fern.
" " crispa.	" "
Lygodium palmatum.	
" scandens.	
Neottopteris nidus.	Bird nest fern.
Nephrodium mollium crispum.	
Nephrolepsis exaltata.	
" Duffi.	
" davallioides.	
" pectinata.	
Niphobolus lingua corymbifera.	Tongue-leaved fern.
Onychium japonicum.	
Phlebodium aureum.	Hare's-foot fern.
Platycerium alcicorne.	Stag-horn "
" grandis.	
Pteris argyræa.	
" arguta.	
" cretica albo liniata.	
" crenata.	
" geranifolia.	Geranium-leaved fern.
" hastata.	Hastate " "
" longifolia.	
" palmata.	
" nemoralis variegata.	
" serrulata.	
" " cristata.	
" tri-color.	
" rubra veinia.	

Botanical Name.	Common Name.
Stenochlæna mariana.	
Woodwardia orientalis.	
" radicans cristata.	
Scolopendrium vulgare.	
Sitolobium cicutarium.	

PALMS.

Botanical Name.	Common Name.
Areca lutescens.	Golden areca palm.
" oleracea.	Cabbage "
" rubra.	Red-veined "
Caroyta ureus.	Jaggery palm.
Chamærops excelsa.	
" humilis macrocarpa.	
" " argentea.	
" hystrix.	Blue palmetto.
Chamædorea Hartwegii.	
" species.	Climbing palm from Mexico.
Cocos nucifera.	Cocoanut palm.
" Weddeliana.	
" plumosa.	
" Martiana.	
Corypha Australis.	
Jubæa spectabilis.	Coquito palm.
Latania borbonica.	Bourbon-fan palm.
Livistonia sinensis.	
Oreodoxa regia.	
Phœnix canariensis.	Date palm.
" dactylifera.	" "
" pumila.	" "
" tennis.	" "
" reclinata.	" "
" sahariensis picta nigra.	
Pritchardia filifera.	Thready palm.
Raphis flabelliformis.	

Botanical Name.	Common Name.
Thrinax species.	
Verschaffeltia melanochætes.	
Sabal umbraculifera.	
Seaforthia elegans.	Australian palm.

ORCHIDS.

Botanical Name.	Common Name.
Acropera Loddigesii.	
Acineta Barkeri.	
Ærides odoratum.	Air plant.
Bletia hyacinthina.	
" Tankervillea.	Nun flower.
Brassavola acaulis.	
" glauca.	
" lineata.	
Brassia Lanceana.	
" verrucosa.	
Cattleya candida.	
" crispa.	
" Harrisonæ.	
" Mossiæ.	
" pleopeltis.	
" superba.	
Cœlogyne cristata.	
" elegans.	
" Rhodeana.	
Catasetum species.	
Cymbidium aloifolium.	
" lancifolium.	
Coryanthes maculata.	
Cypripedium barbatum.	
" insigne.	
" niveum.	
" venustum.	
Cyrtopodium Andersonii.	
" punctatum.	
Dendobrium calceolaria.	
" fimbriatum.	

Botanical Name.	Common Name.
Dendobrium nobile.	
Epidendrum bicornutum.	
" cinnabarinum.	
" ciliare.	
" odoratum.	
Goodyera discolor.	
Gongora atropurpurea.	
Houlletia species.	
Lælia Perrinii.	
" albida.	
" autumnalis.	
Lycaste aromatica.	
" Skinneri.	
Maxillaria Henchmanni.	
" picta.	
" graminea.	
Miltonia candida.	
Mormodes species.	
Odontoglossum grande.	
Oncidium crispum.	
" flexuosum.	
" Lanceanum.	
" lurridum.	
Peristeria elata.	Dove flower.
" cerina.	
Stanhopea species.	
Rodriguezia secunda.	
Vanda teres.	
Vanilla planifolia.	Yields vanilla.
Zygopetalum crinitum cæruleum.	
" Mackayi.	

III. RIVERSIDE PARK.

Early in the spring a force of nine men and two carts was employed and used exclusively in digging tree-holes and planting trees. Mr. Woods succeeded at this time in setting nearly four hundred trees and shrubs, which have all taken root beyond expectation. There were also planted in the park nursery about two hundred trees and shrubs, intended for fall planting, but your scarcity of means requiring the reducing of the already small force to one man, it was impossible to put the fall planting into execution.

An ornamental structure was erected over the ice-house built last year, which answers the purpose of a pavilion, and utilizing it at the same time as a roof to the ice-house. At this point walks have been graded and graveled, and the necessary sodding has been done, making it a handsome feature of the park.

The basin, which was dug last year for the reception of the then contemplated fountain, has been finished, and the ornamental structure received from New York was set on a marble base, surrounded by a marble coping, therein. The surroundings of this fountain, which is generally admired, have been improved by suitable walks and flower beds. The erection of four lamps helps to increase the favorable appearance of this improvement.

Two drinking fountains, with ice boxes, have also been set up, to the great delight of the visitors.

A trench, three and one-half feet deep and four and one-half feet wide, has been dug along Randall street, and filled with good soil, for the purpose of receiving shade trees to be planted next spring.

Three hundred feet of six-inch terra-cotta pipe, as a waste for the fountain, and two hundred and twenty feet three-inch pipe, as a waste for the drinking fountains, were laid. Five

hundred and thirty square yards of walks were shelled and graveled; five hundred and seventy-five square yards of walks were graveled; besides four hundred and seventy feet of gutters were laid. Six hundred square yards of sodding was done during the year.

The following is a list of trees planted by your able Superintendent of the Park:

Deciduous Trees.

68 Silver Maple.
6 Scarlet Maple.
2 Campestris Maple.
2 Sycamore Maple.
10 Ash-leaved Maple.
16 Norway Maple.
4 American Linden.
2 European Linden.
20 American Elm.
2 Weeping Elm.
3 Horse Chestnut.
3 Plain Tree.
3 Kentucky Coffee Tree.
7 Carolina Poplar.
2 Balsam Poplar.
2 Weeping Poplar.
2 Silver Poplar.
2 Aspen Poplar.
10 Weeping Willow.
2 Paper Mulberry.
6 Honey Locust.
2 Tulip Trees.
1 English Alder.
4 Liquid Amber.
1 Double Hawthorn.

Total--182 Deciduous Trees.

Deciduous Shrubs.

12 Althea, in variety.
17 Spiraea, in variety.
28 Shrubby Honeysuckle.
3 Lilac.
11 Deutzia.
2 Weigelia.
5 California Buckthrn.
4 Pyrus Japonica.
4 Privot.
8 Dogwood.
4 Dwarf Catalpa.
3 Amorpha.
4 Forsythia Veritissima.
4 Viburnum.
5 Double Almond.
3 Prunis Triloba.
2 Calcanthus Floridus.
3 Clerodendron.
Total--122 Deciduous Shrubs.

Evergreen Trees.

35 Norway Spruce.
8 Hemlock Spruce.
4 White Pine.
2 Scotch Pine.
3 Balsam Sir.
Total—52 Evergreen Trees.

Dwarf Evergreens..

2 Golden Arbor Vitæ.
5 Elegantissima Vitæ.
5 Pyramid Vitæ.

3 Ericoides Arbor Vitæ.
5 American Vitæ.
12 Golden Retinospora.
2 Box Tree.
3 English Yew.
1 Irish Yew.
Total—38 Dwarf Evergreens.

It is proper to add, however, that this is only a small part of the planting which is absolutely required.

IV. FEDERAL HILL PARK.

Having finished in this report my remarks on the three old parks established in former years, there still remains to be reported the preparatory proceedings for a new project of improving Federal Hill. You ordered me to make, in the first instance, a true topographical map, without which no reliable plan could be suggested, inasmuch as there existed difficulties of much greater weight than were experienced in either of the other parks. The principal circumstance that led, no doubt, to the selection of this hill for a park is the commanding view that it affords of every part of the city. This furnished the leading idea that governed in the preparation of a plan, the prominent feature of which is a terraced walk four hundred feet long and twenty feet wide, protected on the north by a balustrade, on the brink of the steep declivity, which may be said to almost overhang the inner harbor. From this an unobstructed view is obtained, embracing three-fourths of the entire horizon from a point to the southward of Fort Carroll on the east, around and including the entire city to the Spring Gardens on the west. The approach for pedestrians to the terrace is by the stairways from Covington street on the east, Hughes street on the north, and Johnson street on the west. There is also an

approach from the southwest angle of the park by a gradually ascending pathway of easy grade, and another from Warren street, adjoining the carriage entrance, where the level of the plateau of the park almost corresponds with the grade of the street.

From the southwest entrance a path ten feet wide is carried around the hill midway in the main of its height, intersecting the several stairways leading to the terrace. For the use of carriages there is an entrance on Warren street, from which there is a drive twenty feet in width, and pursuing the eastern edge of the plateau and tangential to the terrace, where the road is widened into a concourse sixty feet wide, where carriages may stand while their occupants seek the view from the terrace that is here elevated slightly above the drive. Carriages may either turn around at the concourse, or continue by the drive on the western edge of the plateau to the entrance on Warren street. The drive will thus inclose a central lawn, which may be left in grass or suitably planted with trees and shrubs. On the south of the concourse and approach to the middle of the terrace is a place reserved for the observatory. This is a central-columnar structure, containing a stairway leading to the observatory room on the summit, and surrounded by a shelter like that at Riverside Park, fifteen or twenty feet wide. The total absence for some time of shade trees seems to render this absolutely necessary. Should the uses of the observatory require an office, a portion of the shelter may be inclosed for one.

In the plan thus indicated it will be seen that while the principal feature of the park will be its terrace overlooking the city, there is ample provision made for walks, and as much space given to a carriage drive as the limited area of the park will admit.

Of course, the ramparts of the square redoubt, built during

the war, will be wholly obliterated, and the earthworks will go to fill the ravines and irregularities of the sides of the hill, which will ultimately present a grassy slope on its north, east and west sides.

It has been found necessary, in making the plan here indicated, to provide for retaining walls of six feet height on Hughes and Johnson streets, and part of Warren street. These will not only facilitate the construction of the slopes of the hill, but will serve also to inclose the park to the extent that they are used. It would, of course, be desirable to have the stairways of granite and the balustrade of the terrace of marble, but this is not essential now, and in the estimate wood is provided for, which with proper care will last for eight or ten years in the stairways, and still longer in the balustrade.

This explanation will enable you to understand the accompanying plan and the reason for its adoption, subject, of course, to such modifications as may be suggested by the progress of the work, a rough estimate of the cost of which is $20,000 to $25,000.

Your obedient servant,

AUGUST FAUL.

Receipts and Expenditures of Druid Hill Park, year ending December 31st, 1879.

	Dr.	Cr.
To Interest	$26,667 20	
" Tools and Implements	91 69	
" New Ice House	683 53	
" Mount Royal Avenue	6,018 43	
" Animals and Keeping	662 72	
" Maintenance	34,646 92	
" Museum	150 85	
" Police	1,199 64	
" Engineering	1,500 20	
By City Passenger Railway Co., $\frac{4}{5}$ of receipts		$49,268 43
By Citizens' Railway Co., $\frac{4}{5}$ of receipts		11,077 01
By York Road Railway Co., $\frac{4}{5}$ of receipts		870 50
By Baltimore, Peabody Heights and Waverly Railway Co., $\frac{4}{5}$ of receipts		4,525 32
By Water Board, laying pipes		758 06
By Sale of sheep, deer, old railroad iron, &c		3,764 03
By Rent of Mansion House		500 00
By Boating		200 00
By Fines		10 00
	$71,621 18	$70,973 35

Receipts and Expenditures of Patterson Park, year ending December 31st, 1879.

	Dr.	Cr.
To Interest	$6,666 76	
To Conservatory	180 20	
To Improvements	7,148 70	
To Maintenance	4,042 53	
By City Passenger Railway Co., $\frac{1}{5}$ of receipts		$12,317 08
By Citizens' Railway Co., $\frac{1}{5}$ of receipts		2,769 24
By York Road Railway Co., $\frac{1}{5}$ of receipts		217 60
By Baltimore, Peabody Heights and Waverly Railway Co., $\frac{1}{5}$ of receipts		1,131 32
By Rent of refreshment saloon.		350 00
By Fines		20 00
By Sale of hay		9 75
	$18,038 19	$16,814 99

Balance Sheet Druid Hill and Patterson Parks, year ending December 31st, 1879.

	Dr.	Cr.
To Interest	$33,333 96	
To Pay-Rolls and Improvements	56,204 57	
By Balance due Park Board, December 31st, 1878		$4,180 04
By Receipts from City Passenger Railway Co., less sinking fund		61,585 51
By Receipts from Citizens' Railway Co., less sinking fund		13,846 25
By Receipts from York Road Railway Co., less sinking fund		1,088 10
By Receipts from Baltimore, Peabody Heights and Waverly Railway Co., less sinking fund		5,656 64
By Rent of Mansion House, refreshment saloon, sundry sales, fines, &c		4,853 78
By Water Board, laying pipes		758 06
	$89,538 53	$91,968 38
Balance due Park Board	2,429 85	
	$91,968 38	$91,968 38

Receipts and Expenditures of Riverside Park, year ending December 31st, 1879.

	Dr.	Cr.
To Improvements..	$4,176 91	
To Tools and Implements.....	18 40	
To Pavilion and Ice House.....	905 45	
To Iron Fountain.....	1,012 00	
To Drinking Fountain.....	178 00	
To Maintenance.....	1,773 05	
By Sale of grass.....		$17 00
By Sale of cement barrels.....		3 25
By Appropriation...		8,400 00
	$8,063 81	$8,420 25
Balance due Park Board...	356 44	
	$8,420 25	$8,420 25

COMPARATIVE STATEMENT.

RECEIPTS.	1877.	1878.	1879.
Receipts of City Passenger Railway Company for years ending 31st of December, less sinking fund	$63,338 84	$64,428 13	$61,585 51
Receipts of Citizens' Railway Co., less sinking fund	13,740 51	13,693 17	13,846 25
Receipts of Baltimore, Peabody Heights and Waverly Railway Co., less sinking fund	6,038 32	6,198 69	5,656 64
Receipts of York Road Railway Co., less sinking fund.	1,205 10	1,195 14	1,088 10
Receipts of Peoples' Passenger Railway Co., less sinking fund *			
	$84,322 77	$85,515 13	$82,176 50
Deduct interest on Park Stock, as per Register's account	45,333 76	45,333 76	33,333 96
Remaining for Park purposes	$38,989 01	$40,181 37	$48,842 54
Of which one-fifth goes to Patterson Park	7,797 80	8,036 27	9,768 50
And balance to Druid Hill Park	$31,191 21	$32,145 10	$39,074 04

Add resources peculiar to Druid Hill Park:			
Rent of Mansion House	500 00	500 00	500 00
Sundry sales, sale of sheep, deer, old railroad iron, &c.	1,045 34	1,057 51	3,764 03
Fines	5 00	85 00	10 00
Boating	325 00	425 00	200 00
	$33,066 55	$34,212 61	$43,548 07
Add resources peculiar to Patterson Park, rent of saloon, sundry sales, &c	318 75	177 25	379 75
Patterson Park, one-fifth of general revenue	7,797 80	8,036 27	9,768 50
Total applicable to both Parks	$41,183 10	$42,426 13	$53,696 32
EXPENDITURES.			
Labor and materials to December 31st, Druid Hill Park	$55,169 60	$41,329 77	$44,953 98
Labor and materials to December 31st, Patterson Park	12,823 37	11,113 56	11,250 59

*One quarter's tax due by Peoples' Passenger Railway Co., estimated at..... $1,900 00.

Visitors to Druid Hill Park in 1879, *Main Entrance.*

MONTHS.	Double Carriages.	Single Carriages.	Equestrians.	Pedestrians.
January	2,749	4,709	712	12,592
February	2,645	4,705	756	8,608
March	5,784	9,726	1,370	18,010
April	6,934	11,373	2,161	23,901
May	12,189	17,162	2,678	32,642
June	9,368	16,213	1,435	43,196
July	8,783	18,679	931	59,035
August	6,550	15,830	612	41,004
September	11,329	22,688	1,281	109,203
October	9,477	16,777	1,016	20,012
November	4,940	11,110	919	18,285
December	2,910	6,860	636	8,970
	83,658	155,832	14,507	395,458

Visitors by Mt. Royal Avenue Entrance.

MONTHS.	Double Carriages.	Single Carriages.	Equestrians	Pedestrians.
January	195	319	93	944
February	124	269	70	705
March	308	1,039	262	1,890
April	474	1,746	356	4,280
May	798	5,220	658	6,546
June	537	2,860	344	8,400
July	441	3,252	147	9,942
August	339	2,579	155	7,161
September	807	2,681	201	12,300
October	386	2,387	257	3,900
November	302	1,000	211	1,880
December	164	471	159	899
	4,875	23,823	2,913	58,847

Visitors by Railway Gate.

MONTHS.	Double Carriages.	Single Carriages.	Equestrians.	Pedestrians.
January				4,835
February				3,348
March				3,947
April				7,271
May				14,146
June				23,610
July				33,626
August				22,344
September*	507	1,556	361	18,091
October	496	1,020	328	12,804
November	431	884	313	8,264
December	199	424	120	8,236
	1,633	3,884	1,122	160,522

*Gate opened for carriages and equestrians September 13th.

Picnics for the year 1879.

Denominations.	No. of Schools.	No. of Persons.
Methodist Episcopal	20	3,560
Episcopal	9	1,620
Catholic	16	2,845
Presbyterian	5	510
Baptist	4	750
Methodist Protestant	3	630
Lutheran	6	756
United Brethren	1	150
Universalist	1	160
Bohemian	1	80
Private Parties	12	565
Day Schools	11	1,374
Asylums	4	400
	93	13,400

Recapitulation of Visitors to Druid Hill Park.

Double Carriages	90,166
Single Carriages	183,539
Equestrians	18,542
Pedestrians	614,827
Schools and Private Parties, 93. No. of Persons	13,400

LIST OF EMPLOYEES.

DRUID HILL PARK, December 31st, 1879.

To the Honorable the Public Park Commissioners:

GENTLEMEN:

The following are the names of the employees of Druid Hill, Patterson and Riverside Parks, with their occupation and compensation:

August Faul, Engineer and General Superintendent	$1,500 00	per annum.
Wm. H. Cassell, Superintendent of Park Police	1,200 00	"
D. Rayhice, Secretary and Treasurer	1,200 00	"
Otto Lugger, Naturalist	400 00	"
John Dietrich, Gardener	10 00	per week.
H. C. Andrews, Gatekeeper, main entrance	8 00	"
Wm. Chamberlain, Gatekeeper at night	8 00	"

John Donnelly, Gatekeeper, railway entrance	8 00	per week.
John Murphy, Gatekeeper, Mt. Royal entrance	8 00	"
Richard Wood, Gatekeeper, Reistertown Road entrance	8 00	"
Henry Freyer, Gatekeeper, Northwestern entrance	8 00	"
J. M. Hooper, Gatekeeper, Woodberry entrance	8 00	"
Albert Fischer, Gatekeeper at night, Woodberry entrance	8 00	"
Frank Walter, Night Watchman	8 75	"
Wm. McKim Cassell, Janitor	8 00	"
George O. Bryan, Stableman	10 00	"
Five Drivers	1 50	per day.
George Fossil, Shepherd	10 00	per week.
Henry Christler, Assistant	7 00	"
Laborers employed during the year averaged twelve	1 50	per day.

PATTERSON PARK.

Wm. Fraser, Superintendent	$1,200 00	per annum.
Selar Barton, Gatekeeper	8 00	per week.
Thomas Fairley, Night Watchman	1 50	per night.
Five Drivers	1 50	per day.
Laborers employed during the year averaged ten	1 50	"

RIVERSIDE PARK.

Edward Woods, Superintendent.....	$900 00	per annum.
Henry Collins, Gatekeeper.....	8 00	"
Laborers employed during the season averaged ten.....	1 25	per day.
And three carts.....	2 00	per week.

D. RAYHICE,
Secretary and Treasurer.

LIVE STOCK, ANIMALS, BIRDS, &c., DRUID HILL PARK.

5 horses.
7 mules.
88 old ewes.
2 " bucks.
59 yearling ewe lambs.
7 " buck lambs.
215 Deer.
3 swans.
5 wild geese.
4 common white geese.
2 Hongkong geese.
7 pea fowls.
1 3-legged duck.
2 black bears.
1 tiger-cat.
2 prairie wolves.
3 acourias.
1 gray fox.
1 nose bear.
1 racoon.
13 monkeys.
15 white rats.
2 common rabbits.
7 white rabbits.
3 Irish hares.
4 guinea pigs.
1 wild cat.
1 ostrich.
4 owls.
3 macaws.
1 magpie.
1 alligator,
2 small boa constrictors.

LIVE STOCK, &c., PATTERSON PARK.

2 horses.
15 China geese.
8 wild "
1 Egyptian goose.
1 swan.
4 pea fowls.
4 monkeys.
3 canaries.
4 macaws.
3 cockatoos.
1 magpie.
1 cage of assorted birds.

ANNUAL REPORT

OF THE

HARBOR BOARD,

TO THE

MAYOR AND CITY COUNCIL OF BALTIMORE,

WITH ACCOMPANYING MAPS,

FOR THE

Fiscal Year ending December 31, 1879,

Showing the Improvements that have been made in Depths of Water in the Port since the Organization of the Harbor Board in 1876.

REPORT.

OFFICE OF THE HARBOR BOARD,

BALTIMORE, January, 1880.

To the Honorable the Mayor
and City Council of Baltimore.

GENTLEMEN:

The undersigned committee, appointed for that purpose, have the honor to submit the accompanying report of the work done, and the money expended by the Harbor Board during the year 1879.

To this they append a statement of all the excavation made by the Board since its organization in 1876, and a summary description of the harbor in all its parts as it was in 1876, and as it now is at the end of 1879.

The depths of water, &c., at these two periods, are plainly shown in the maps accompanying this report.

There is also herewith an exhibit of such work and expenditure for the year 1880, as appear to the Board to be required to accommodate the rapidly growing commerce of this port.

Excavation in 1879.

The amount of material excavated and removed during the year 1879, was 449,773 cubic yards, covering an area of 1,549,000 square feet, with an average depth of cutting of $7\frac{8}{10}$ feet over the whole area.

Results of Excavation in 1879.

By the removal of this material the following results have been obtained:

1. About 60,000 square feet in area at the "head of the basin" has been cleared of all lumps and shoals down to 19 feet depth at low water.

2. The back basin and other docks for an area of 250,000 square feet, have been freed from sewer deposit.

3. An *addition* of 575,000 square feet has been made to the previous area of 19 feet depth at low water in the Upper Middle Ground. There is now no portion of this previously great shoal with less than $10\frac{1}{2}$ feet of water on it, while fully four-fifths ($\frac{4}{5}$) of it has 19 feet depth.

4. From 40 to 50 feet in width has been added to the channel on the south side of the harbor, making it, from Boyce's wharf to Locust Point, 290 feet wide, and from Locust Point to Fort McHenry 340 feet wide.

5. The cross-cut channel from Locust Point to Henderson's wharf has been widened 70 feet, making it about 400 feet in width.

6. In the Middle Branch of the Patapsco (or Spring Gardens) the main channel has been widened 40 feet, making it now about 180 feet wide.

7. The deposit from Howard street sewer and Chatsworth run, at the head of the branch, has been removed to a depth of 12 feet below low water, over an area of 180,000 square feet.

Excavation from 1876 to 1879.

The total excavation by the Board since its organization, is as follows:

	Cubic Yards.
In 1876	929,873
In 1877	1,102,032
In 1878	504,895
And in 1879	449,773
Making a sum of	2,986,573

The Harbor as it was in 1876 and as it now is at the end of 1879.

When the Board began operations in 1876, the basin proper, from Light street down to Union Dock (an area of about 34½ acres,) was in great part no deeper than 12 feet, and its greatest depth available for commerce was not more than 13 feet.

This large and important part of the harbor has now a depth of 19 feet from shore to shore at mean low water. Just below this, the centre of the Middle Harbor, down as far as Locust Point, was obstructed as late as 1876, by a shoal fully 1600 feet long by 800 feet

wide, having on no part of it a greater depth of water than 10 feet, and on much of it a depth of 3 feet only.

There is now here, for an area of 72 acres, a depth of at least 19 feet at mean low water.

In 1876 there were, on the sides of this shoal, narrow channels of from 14 to 17 feet depth.

There is now, on the north side of the harbor and of this former shoal, a channel 22 feet deep and 400 feet wide, for a length of nearly a mile, down to Henderson's wharf.

On the south side of the harbor, and of the former shoal, there is now a channel 300 feet wide, and 22 feet deep for a length of nearly half a mile down to Locust Point Ferry.

Around Fell's Point (below Henderson's wharf,) and *across* the harbor to Locust Point, are now continuous channels 24 feet deep, and from 150 to 400 feet wide, for a length of three quarters of a mile.

From Locust Point to Fort McHenry is now a channel 350 feet wide, 24 feet deep, and a mile in length.

Along the east side of the lower harbor, passing the Northern Central Railway Elevator, Bollman's wharf, &c., a channel has been cut 24 feet deep, 200 feet wide, and two-thirds of a mile long.

In the Main Branch of the Patapsco, a channel has been cut to the Coal Oil wharves, 150 feet wide, 24 feet deep, and over a mile in length.

In the Middle Branch of the Patapsco, (Spring Gardens,) where the depth of water was four (4) years ago no more than 6 to 7 feet, there has been cut a main channel 12 feet deep, 180 feet wide, and about a mile in length, and also side channels 12 feet deep, 75 feet wide, and 1200 feet in length.

These various channels aggregate a length of six miles and a quarter.

The back basin (or city dock) has been annually maintained at a depth of 12 feet, requiring constant work, as it is a receptacle for the sewage from Jones' falls and Harford run.

Attracted by the increased water facilities, the number and size of vessels frequenting this dock has enormously increased; formerly, the largest craft using it were canal barges and pungies, but for a year past, large three-masted schooners and square-rigged vessels are constantly visible at its wharves.

Total Cost of Harbor Improvement.

The gross cost of the dredging done by the Board since its organization, amounts to $108,570.07, or an average of about 14 cents per cubic yard, which price includes all administrative costs, together with the maintenance of tugboat and pay of crew, engineer, clerk, watchmen, supervisors, etc.

The tonnage in foreign trade (excluding, of course, all coastwise tonnage,) that came into the harbor in—

1872	was	803	vessels,	aggregating	354,645 tons
1873	"	924	"	"	452,587 "
1875	"	920	"	"	54 ,536 "
1876	"	1099	"	"	672,656 "
1877	"	1496	"	"	921,131 "
1878	"	1408	"	"	951,521 "
1879	"	1904	"	"	1,553,098 "

This simple exhibit shows a growth of harbor use here of over four hundred per cent. in seven years, and manifests how important our harbor is now known to be abroad. It shows to us, too, how necessary it is, not only to preserve our present depths of water, but to further widen and deepen our channels so that not even the greatest ship could ever get aground.

It is the Board's judgment that at no distant day it will be necessary to extend the depth of 24 feet over the whole of the lower harbor, from shore to shore, and possibly higher up the middle harbor and basin.

The constant accumulation of city and country drainage into the harbor, it is imperatively necessary from year to year to remove.

It is now a fact well known to merchants and mariners, that any ship that can enter the harbor of New York at low water can enter the port of Baltimore at the same state of tide.

The work of this Board has been made practically available for heavy commerce, and the approach to the harbor rendered simple and safe by nearly nineteen miles of channel (made by the United States Government and Baltimore City,) on the Chesapeake bay and Patapsco river, from off the mouth of Magothy river to Fort McHenry and our city limits—Colonel Craighill, of United States Engineer Department, having for many years had charge of this important work.

Necessary work of 1880.

After a careful examination of the subject, the Board is of opinion that the interests of the port require the following work to be done during 1880:

EXCAVATION

From head of basin	40,000	c. yds.
Back basin and docks	70,000	"
Upper middle ground	275,000	"
Channel on east side Fells' Point	50,000	"
Channel from Bollman's to Tyson's wharf	40,000	"
Channel of middle branch	30,000	"
Total	505,000	c. yds.

This amount of work will require an appropriation of $100,000, which the Board would respectfully recommend be made.

Indefinite State Law with regard to dumping sediment.

In connection with the subject of dredging, the Board would report that during the past year serious annoyance has been inflicted on some of the contractors, by reason of an apparent want of clearness in the statute relating to depositing dredged material in the river and bay; and it is highly desirable that this law be made so explicit that no further doubt can be entertained by any one as to its evident intent and meaning. This is highly desirable, not to our harbor improvements only, but in the interests of the ship channels leading to the port, which are in charge of the General Government, that expends large sums on them annually.

Anchorages.

In connection with the harbor, the Board was directed to have the anchorages (established by ordinance of May 30, 1879,) laid out and marked, and also to have maps of the harbor printed, showing the streets abutting on the harbor or along its shore. Both of these duties have been performed. The anchorages have been marked by 18 buoys, painted in black and white horizontal bands, and 500 copies of the harbor maps have been printed, showing the streets.

CONSTRUCTION AND REPAIRS OF WHARVES.

Wharf Building and Repairs.

No new wharves have been built by the city during the year.

The unexpended balance for the construction of Cross street wharf, amounting to $1,975, still remains in the city treasury. The work of construction was stopped by injunction in June, 1875, and the matter still remains unsettled in the courts.

The general appropriation for wharf repairs during 1879, amounted to $5,000, of which $796.07 was appropriated to pay for work done in 1878, leaving a balance of $4,203.93 available for work of 1879.

Of this amount $3,534.11 was expended for supervision and wharf repairs, and a balance of $669.82 left in the city treasury.

Under contracts with Mr. Benjamin Glenn and Mr. J. B. Ely, the following repairs were made:

Platforms at Bowly's wharf and Long Dock renewed, over an area of about 6,000 square feet.

Nine hundred (900) feet of bulkhead around back basin was repaired or rebuilt, and stone bulkheads were built at the ends of Montgomery and Henry streets.

The Board desires to emphasise the recommendation of the Engineer relating to a gradual rebuilding with stone of the enclosing structure of the back basin or city dock. The appropriation asked for this purpose would add greatly to the permanent value of this basin, and would be a large annual economy to the city.

The general wharf repairs, it is estimated, will require an appropriation of $5,000, and if the plan of rebuilding with stone the bulkheads of the back basin, be adopted, $5,000 additional could be profitably expended, making a total appropriation for this branch of the public work of $10,000.

Recent increase in wharf accommodations of the Port.

Quite important additions to the wharf accommodations of the harbor have been made during the year by citizens and corporations.

The Baltimore Dry Dock Company, whose improvements cover about eleven acres of ground, has nearly completed the extensive wharves and machine shops connected with the dock, which is expected to be in operation by April next.

The Northern Central Railway Company has built (near its elevator) a pier 500 feet long and 70 feet wide, with a substantial store house on it.

The Philadelphia, Wilmington and Baltimore Railroad Company has almost completed, near the foot of Patuxent street, (Canton,) a pier 400 feet long by 60 feet wide, and a large ferry slip, capable of accommodating a vessel 60 feet wide, over all.

The Canton Company and Mr. W. H. Graham have nearly completed a bulkhead, between 300 and 400 feet long, adjoining Boston street, between Burke and Leakin streets.

On the Boyce and Rieman property, on the south side of the basin, two large coal piers

have been built. Messrs. Platt, Numsen, and the lessees of foot of Barre street, have also rebuilt, improved, or built new wharves in the upper harbor.

ICEBOAT.

The Iceboat "F. C. Latrobe" has been thoroughly tested as to machinery and hull, and has been formally accepted from the contractors, all expenses of construction, outfit, &c., having been met without exceeding the original appropriation of $140,000.

Successful work of the Iceboat.

Though the boat was not entirely ready for service, the necessities of the case compelled the Board to put it in temporary commission in January, 1879, to aid in relieving the obstruction to commerce, caused by the ice. During this time the boat proved its capacity as an ice breaker, and rendered valuable service to the commerce of the port. It is now in perfect condition and ready for service at any moment when called upon.

There will be required for the maintenance of the boat for one year, without ice-breaking, $5,000, and if the season shall require it to be used as an ice-breaker, $5,000 more; or for the year, $10,000.

For further details, &c., reference is requested to the accompanying maps, to the Engineer's Report, and its tabular statements, which set forth particularly the work done

and expenditures made during the past year.

The Board having carefully considered the Engineer's Report, would respectfully recommend the following appropriations for the work of 1880:

For harbor improvement		$100,000
For wharf repairs		5,000
For stone bulkheads (back basin)		5,000
Iceboat maintenance	$5,000	
Iceboat if required in service, an additional	5,000	
		10,000
Total		$120,000

There is an unexpended balance for the construction of Cross street wharf, which will have to be appropriated if the city still desires to build the wharf, $1,975.

Respectfully submitted,

JOHN W. McCOY,
WM. H. SKINNER,
WM. R. TUMBLINSON.

Committee.

Engineer's Report.

REPORT.

HARBOR BOARD OF BALTIMORE,

ENGINEER'S OFFICE,

Baltimore, January 2, 1880.

To the President and Members

of the Harbor Board.

GENTLEMEN:

I have the honor to submit the following report of operations for the year ending December 31, 1879.

HARBOR EXCAVATION.

Appropriation. The Mayor and City Council having appropriated for this work the sum of $100,000—$85,000 for Main Harbor, Docks, &c., and $15,000 for Middle Branch—advertisements

Contracts.

were issued for proposals for removing about 500,000 cubic yards of material, and on May 29 and 30, contracts for dredging were entered into with the lowest bidders (Messrs. Fobes & Co. and Daniel Constantine), as follows:

Fobes & Co.

With Fobes & Co.:

	Yards.		Per Yd.
Upper Middle Ground.....	240,000	@	12½c.
Channels of Lower Harbor...	70,000	@	12½c.
Channels of Middle Branch..	80,000	@	14 c.

Making a total of 390,000 c. yards, at an average of $12\frac{8}{10}$c. per yard.

Constantine.

With Mr. Daniel Constantine:

	Yards.		Per Yd.
Back Basin and Docks.....	40,000	@	17 c.
Head of Basin..... ...	60,000	@	23 c.

Making a total of 100,000 c. yards, at an average of $20\frac{6}{10}$c. per yard.

Amount of Contracts.

These contracts embraced a total amount of work equal to 490,000 c. yards, at an average price of $14\frac{4}{10}$c. per cubic yard.

Work done by Fobes & Co.

Operations were commenced by both contractors during June. Messrs. Fobes & Co. completed the work assigned them on Decem-

ber 15, having removed 389,093 cubic yards in all. Mr. Constantine did not entirely complete his contract, but suspended operations under it on December 20, by order of the Board. Owing to the demand for dredging on the part of private wharf and dock owners, and the impossibility of procuring other dredges, either here or elsewhere, the Board were compelled, in the interest of the public, to permit Mr. Constantine to withdraw one of his machines and to use it on work for parties interested in docks and wharves, which prevented the entire completion of his contract amount of work.

The rate of deposit in the Back Basin was so unusually increased during the year, probably owing to improvements being made along the borders and the absence during the summer of the usual heavy rains which carry out the deposits into the harbor, that it became necessary to increase the amount to be removed from this basin and other docks by 12,661 c. yards, and to diminish the amount to be removed from the Head of the Basin, by a corresponding amount.

Work done by D Constantine.

At the time of his cessation of work, Mr. Constantine had removed from the Back Basin and Docks 52,661 cubic yards, and from the Head of the Basin 80,119 cubic yards, making a total of work done by him equal to 60,680 cubic yards.

Results of Dredging. The results accomplished by this year's work may be stated to be—

IN BASIN AND MAIN HARBOR.

Upper Middle Ground. The depth of 19 feet at low water over the Upper Middle Ground has been extended over a space 1,100 feet long by 500 feet wide. The

Back Basin. Back Basin has been kept at 12 feet depth over an area of 200,000 square feet, some of it having been dredged over two or three

Docks. times. The Sewer Deposits and street washings have been removed from docks at the foot of the following streets, viz: William, Montgomery, Hughes, Broadway, Lancaster and Leakin, covering an area of about 50,000

Channels. square feet. Forty (40) feet have been added to the width of the channel on the south side, from Boyce's wharf to Ferry slip, making it 290 feet wide. The cross-cut channel from Locust Point to Fell's Point has been widened over an area equal to 1,000 feet in length by 70 feet in width. The channel from Locust Point to Fort McHenry has been widened 40 feet for a length of 3,500 feet.

Middle Branch. In the Middle Branch the main channel has been widened 40 feet, giving it a present width of 180 feet for a length of 5,000 feet. The side channel leading to Ranstead's and Gas House wharves have been improved and widened, and the deposit from Howard street sewer and Chatsworth Run removed to 12

feet depth over an area equal to about 180,000 square feet. The areas dredged over in the Upper Middle Ground and the channels of the Lower Harbor equalled 839,000 square feet, and the material excavated amounted to 310,783½ cubic yards, which gives an average depth of cutting of 10 feet.

Area Dredged Upper Middle Ground.

The area worked over in Back Basin and Docks equalled 250,000 square feet, and the amount removed 52,661 cubic yards, or an average depth of excavation of about 5¾ feet.

Area Dredged Back Basin.

The area dredged over in the Middle Branch equalled 400,000 square feet, and the amount removed to 78,309½ cubic yards, or about 5½ feet average depth of excavation.

Area Dredged Middle Branch

The appropriation by the Mayor and City Council for this work for the year just ended was:

For Main Harbor	$85,000
For Middle Branch	15,000
Making a total of	$100,000

From this amount, in order to obtain the cost of dredging done during 1879, there must be deducted as follows:

Amount of payment for work done in December, 1878	$7,295 92
Amount paid on account of maintenance of Iceboat, as per resolution of City Council, October 29, 1879	2,608 52
Unexpended balances	10,401 93
Making a total of	$20,306 37

Cost of Dredging

Leaving the expenditure for dredging, pay of engineer, clerk, tug crew, watchmen, repairs of tug and incidental expenses, $79,693.63, which amount, divided by the number of cubic yards removed, shows the total cost per yard to have been about $17\frac{7}{10}$ cents, which may be distributed as follows:

	Per Yd.
Paid contractors	$13\frac{5}{10}$ c.
Paid for administration and supervision, including tug crew, watchmen, officers, &c	$3\frac{2}{10}$ "
Repairs, supplies and incidentals	1 "
Total	$17\frac{7}{10}$ c.

Deposit of Dredged Material.

The material excavated during the past year was generally deposited near the shores of the Patapsco river, along the right bank, below Hawkins' Point, and a small quantity above that point in the cove formed by Haw-

kins' and Leading Points. This method of disposing of the material taken out of the harbor is almost imperative, owing to the heavy cost of placing it behind bulkheads with any machinery for that purpose now in use.

Care exercised to prevent movement of Deposits.

As directed by the Board, however, the greatest care has been exercised in the selection of places of deposit, distant from the usual lines of navigation, and where the material could not be influenced by either winds or currents to move it toward the channels. It has, moreover, been the steady practice since the organization of the Board to have soundings taken and examinations made sev- Soundings. eral times during each year, extending from these places of deposit to the main channels, and in no case is there any shoaling of the water in the channels or in those portions of the river lying between the dumping grounds and the channels.

Anchorage Grounds.

In connection with the harbor, it may be reported that as previously recommended by the Board, the Mayor and City Council, on May 30, 1879, passed an ordinance establishing and defining four (4) anchorage grounds, three of them within the Main Harbor inside of Fort McHenry, and the fourth off the Marine Hospital. By the terms of this ordinance the Board was required to have these grounds laid off and marked by buoys, which duty has

been performed, by the placing of eighteen (18) spar buoys, painted in black and white bands, which were purchased from the U. S. Light House Establishment, and by the courtesy of Commander Terry, U. S. N., placed in position by the Light House Department Buoy Tender.

Harbor Maps.

By a joint resolution of the Council the Board was directed to have the streets abutting on and adjacent to the Harbor and River marked upon the plats of the Harbor, and $300 was appropriated therefore. This duty has been performed, and 500 copies of the maps have been printed, showing the position of the streets; and also in colors, the dredging done by the Board.

FUTURE OPERATIONS.

The original project of the Board, which, as stated by them, embraced "*the primary necessities*" of the port in respect to channels, &c., has not yet been entirely completed. As some portions of it have been from time to time omitted in favor of other pressing requirements, induced by the greatly augmented commerce of the port and increase in the size of vessels frequenting it.

Work of Original Plan to be done.

Of this first project there yet remains to be done:

(1) 50 feet width to channel between Boyce's wharf and Locust Point (south side), 25,000 feet.

(2) 100 feet width to channel around Fell's Point (east side), 40,000 cubic yards.
(3) 300 feet wide channel from Sugar House to Bollman's (north side), 1,000 cubic yards.
(4) 100 feet width to channel from Bollman's wharf to deep water off Tyson's wharf (east side), 40,000 cubic yards.
(5) 150 feet width to channel in Main Branch to oil wharves, 150,000 cubic yards.

Making yet to be done of this original project 355,000 cubic yards of excavation.

Head of Basin.

There will be required about 40,000 cubic yards still to be removed from the Head of the Basin, near Light street.

Back Basin.

The City Dock or Back Basin, which, under the facilities of good water and a more ready entrance through the mouth of the falls has increased its wharfage business very largely, will require at least 50,000 cubic yards to be removed to maintain 12 feet during the year.

Sewer Deposits.

The requirements for removing sewer deposits from other docks, as directed by joint resolution of the Mayor and City Council, are difficult to estimate closely, but may be put at 20,000 cubic yards.

Upper Middle Ground.

The lower end of the Upper Middle Ground should be removed down to the channel, extending across from Locust Point to Henderson's wharf, so as to give a depth of 22 feet

(at least) entirely across the harbor below Boyce's wharf. This will require the removal of about 350,000 cubic yards.

Middle Branch.

The Middle Branch of the Patapsco will require, in order to maintain the present channels (which are ample for the commerce), the removal of about 30,000 cubic yards.

Lower Middle Branch.

The Lower or Canton Middle Ground, which has been removed to 20 feet depth at low water, will undoubtedly have to be deepened in time to 24 feet, as will also be required of the whole area of the lower harbor, though I have not included any estimate for this work in the following summary of immediate requirements, as it may for the present be postponed:

Summary of Requirements.

	Cubic Yds.
For channels of project	355,000
" Head of Basin	40,000
" Upper Middle Ground	350,000
" Back Basin and Docks	70,000
" Middle Branch	30,000
Amount of dredging required	845,000

Proposed work for 1880.

Of this amount I would suggest that during this year operations be undertaken with a view to the removal of about 500,000 cubic yards, distributed as follows:

	Cubic Yds.
Head of Basin	40,000
Back Basin and Docks	70,000
Upper Middle Ground	275,000
Channel on east side of Fell's Point	50,000
Channel from Bollman's to Tyson's wharf	40,000
Channel of Middle Branch	30,000
Total	505,000

To remove which will probably cost $100,000. Probable Cost.

CONSTRUCTION AND REPAIR OF WHARVES.

No new wharves have been built by the city during the year.

The matter of a wharf at foot of Cross street remains in the same condition as at the date of the last annual Report. The contractor was stopped by injunction in June, 1878. The original appropriation was $2,000, of which $25 was expended in advertising and incidental expenses, and the balance ($1,975) has remained undrawn from the city treasury. Cross Street Wharf. Appropriation for Cross Street Wharf.

The general appropriation for the repair of wharves amounted to $5,000, of which $796.07 was a balance required to pay for work done under contract of 1878, leaving an available balance for the work of 1879 of $4,203.93. Appropriation for Wharf Repairs.

Under a contract with Mr. B. Glenn, 125 feet in length of platform of Bowly's wharf, Bowly's Wharf.

14 feet wide, was rebuilt for the sum of $295.92.

J. B. Ely's Contract. Under contract with Mr. J. B. Ely, for general wharf repairs, the following repairs were made, at the costs stated:

Bowly's Wharf.	Bowly's wharf, 118 feet by 14 feet of platform, removed at a cost of	$256 54
Back Basin.	Back Basin, 900 feet in length of wooden bulkhead rebuilt and repaired at a cost of.....	1,589 93
Montgomery Street.	Foot of Montgomery street, stone bulkhead 40 feet long rebuilt, at a cost of.....	309 57
Long Dock.	Long Dock, west side, platform 300 feet long by 12 feet, wide renewed and repaired, at a cost of.....	276 80
Henry Street.	Foot of Henry street, stone bulkhead rebuilt 82 feet long, at a cost of....	212 60
Conway Street.	Foot of Conway street, bulkhead repaired, at a cost of	64 35
	Making a total paid Mr. Ely of...	$2,709 19

Total Cost. A total expenditure for work of 1879 of $3,534.11.

FUTURE REQUIREMENTS FOR WHARVES.

Public Wharves. The general repair and maintenance of the public wharves will require an expenditure of $5,000 during the year 1880.

In connection with the Back Basin, I would renew my former recommendations, that the present wooden bulkheads be gradually replaced from year to year by stone walls, similar to those lining Jones' Falls. The business in this basin has enormously increased of late, and would well repay the investment of any money expended in improving the depth of water and stability and utility of its wharves and wall. An appropriation of five or six thousand dollars per annum would, in a few years, make the entire improvement, and reduce the annual repairs to this basin to almost nothing.

Back Basin.

Stone Bulkheads

ICEBOAT.

The Iceboat "F. C. Latrobe" was formally accepted by the Board from the contractors July last. The boat, however, under the pressure of ice obstruction in the river and the harbor, had been temporarily put in commission by the Board in January, and was actively engaged in the work of harbor relief until early in March, when the crew were discharged, except the permanent force, consisting of the Captain, Chief Engineer, two Deckhands and a Night Watchman.

Though the boat was not entirely complete, its efficiency and power as an ice breaker were fully demonstrated. The river between Forts Carroll and McHenry was at this time covered

Work done 1879.

generally, except a narrow channel, with ice from 9 to 12 inches thick, which was entirely broken up by the iceboat so that it was floated out of the harbor by the wind and tide.

Assistance was rendered all vessels needing it, and especially to the Norfolk freight line and the Chester river boats.

Machinery tested and Boat put in Excellent Condition.

During the summer the machinery of the boat has been thoroughly tested and put in perfect order; the hull and upper works have been repainted by the permanent crew, and it is now in as complete condition for immediate service as it is possible for a vessel of the kind to be. Steam and revolution indicators have been procured and attached, and the Board now possesses the means of determining, with some approximation to accuracy, the power required to break ice under various circumstances, a subject heretofore enveloped in the fog of conjecture, as was realized during the preliminary investigations of the subject by the Board.

Requirements for 1880.

For the care and maintenance of the boat when not in service as an ice breaker, there will be required $5,000 annually; and if in service about $2,500 per month during such time of service; and assuming that the boat may be required during two (2) months of each year, $10,000 is as small an appropriation as should be made for this purpose. Last year the estimates of the Board for the ice-

boat were reduced by the Council to $7,000, and in consequence it became necessary to request the passage of a joint resolution authorizing the Board to pay current expenses for care and maintenance of the boat out of any monies to their credit on account of the annual appropriation. This was done, and the Board expended from the appropriation for "Harbor" the sum of $2,608.52, making the total expenditures for maintenance of iceboat during 1879 equal to $9,608.52.

The contractors for hull and machinery have been paid, and all the expenses of construction have been met by the original appropriation of $140,000.

Accompanying this will be found tabular statements of work done and money expended during 1879. Maps of the harbor are also submitted, showing original and present depths of water over its various parts.

In conclusion, I desire to express my appreciation of the zeal and fidelity in the performance of their duties, shown by all the agents of the Board, acting under my direction.

Respectfully submitted,

N. H. HUTTON, *Engineer.*

ANNUAL REPORT

OF THE

Inspector of Buildings,

TO THE

Mayor and City Council of Baltimore,

FOR THE

Fiscal Year ending December 31, 1879.

REPORT.

OFFICE INSPECTOR OF BUILDINGS—CITY HALL,

BALTIMORE, January 1, 1880.

To the Honorable the Mayor
and City Council of Baltimore:

GENTLEMEN:

The following is respectfully offered as the annual report of the operations and expenditures of this department for the fiscal year ending December 31, 1879, as required by ordinance:

CONSTRUCTION OF NEW SCHOOL BUILDINGS.

During the year 1879, one school house has been erected and another is in progress of construction.

As directed by Ordinance No. 76, approved June 28, 1878, a building was provided for the accommodation of English-German School No. 3.

An eligible lot (known as the Chesnut lot) was selected on the north side of Baltimore street, between East and Aisquith streets, fronting on Baltimore street 90 feet,

and extending back and northward 170 feet, to the south side of Laurel street.

The building sets back thirteen feet from the building line of Baltimore street, and its main body measures fifty-four feet four inches in width from out to out of walls, and in length, one hundred and seventeen feet from out to out.

The front is relieved by two wings—one on the east, and one on the west side. Each one of these wings measures twelve feet wide out to out by thirty-four feet long out to out.

Under the entire building is a dry and airy cellar eight feet deep between the floor and cellar bottom.

Above the cellar the building is two stories high. Each story is fourteen feet between the ceiling and floor. The front has two entrances—one on the east side; the other on the west side.

The front door in the east wing opens into a vestibule communicating with the principal's room and the teachers' reception room. The front door in the west wing opens into a vestibule communicating with the principal's room, and which also contains a spacious and easy stairway ascending to the second story. The principal's room extends the whole width—fifty-one feet four inches—across the front of the building by twenty-five feet deep in the clear. From the rear end of the principal's room a corridor six feet wide extends through the centre of the building to a lateral passage opening on the east side of the building. On each side of this corridor are three class rooms, each twenty-five feet by twenty-two feet in area.

At the rear end of the class rooms, on the west side of the buildings, is a commodious cloak room, adjoining which is a wide and easy stairway ascending from the west court yard through a spacious doorway to the second story of the building.

The lateral passage at the rear end of the class rooms, on the east side, leads through a wide door to the east court yard; and all the exterior doors open in two valves outward.

The partitions separating the class rooms are formed by sliding sashes, both flights balanced by weights and sash cords.

The plan of the second story is exactly like that of the first story; so that the building contains two principal's rooms and twelve class rooms—the total having a seating capacity for one thousand pupils.

All the proper flues have been built in the walls necessary for conducting and distributing heat and air throughout the entire building.

The method of ventilation is by means of air ducts built over the ceilings of the corridors, into which the foul air passes out of the class rooms through registers near the ceiling; thence up through shafts into the ventilating tower on the roof, and out through valves which work automatically.

The building occupies an isolated position, having ample air space between it and the surrounding property. A wide court on each flank and a roomy yard in the rear, binding on Laurel street, give access to all parts around and through it.

The leading features of the design partake of the Romanesque character, which style is very appropriate

for buildings of this kind. The facade has a marked degree of force by the projections of the lateral wings beyond the face of the front centre, giving deep and decisive outlines and bold shadows.

The front and returns are faced with dust-pressed bricks, relieved by the trimmings of the entrance doors. The sills of the windows and the water table are made of Maryland marble. The flank walls and the rear gable wall are faced with red brick of an uniform shade—the window openings having dressed granite sills.

The facade is crowned by a neat-moulded and bracketed cornice made of galvanized iron; and the *tout ensemble* presents an agreeable appearance fully becoming the well-improved neighborhood in which the building is situated.

In pursuance of Ordinance No. 23, approved April 3, 1879, the old building formerly occupied by the Male Grammar and Primary School No. 1, which stood on the northeast corner of Fayette and Greene streets, has been taken down, and on the same site a new school building is now being erected which will have more modern arrangements and more roomy accommodations than the former, to meet the pressing demands of the greatly increasing number of pupils in that district.

The building, up to this date, has so far progressed that the walls are nearly up to the level height of the third-story joists; and it is expected that it will be completed on or about the 1st of June.

REPAIRS OF PUBLIC SCHOOL HOUSES.

All the public school buildings throughout the city of Baltimore have received that attention due to their condition from time to time during the year, and they have been kept up to an efficient standard of utility and comfort in a general way, as far as the limits of the appropriation would admit.

Without wishing to tax your time with dry details relating to the various desultory repairs which ever and anon occur from day to day and from week to week on the many and various school buildings now scattered over the city of Baltimore, I humbly beg your indulgence to submit the following for your consideration, which have received the special attention of this department during the fiscal year, viz:

BALTIMORE CITY COLLEGE.

This building, as reported May 28, 1878, and subsequently in my annual report, December 31, 1878, required extensive repairs and modifications to put it in that condition which it was originally designed to be.

The means at my command in 1878 were entirely too inadequate to do what was necessary to be done; and the appropriations for 1879 were hedged in too close to allow me to complete what was left undone in 1878. Nevertheless, in order to preserve the building from increasing damage, I was compelled to repair the roof—having it re-soldered, re-nailed and covered with a good coat of paint. The marble cornice and dressings of the bay window on the front having been stained by the drip of its roof, had to be re-cut and rubbed and the

roof modified and re-painted, in order to prevent a similar recurrence.

Also, considerable repairs and adjustments were made to the interior of the building, in order to render it comfortable to its occupants; and much remains yet to be done to put this building in a safe and stable condition.

EASTERN FEMALE HIGH SCHOOL, AISQUITH STREET.

This building required considerable adjustment to the interior to put it in a comfortable condition; and it was also found necessary to construct an additional stairway from the principal's room to the cloak room in the cellar, in order to facilitate the egress of the pupils—the former stairway being entirely insufficient to effect their exit without inconvenience and great delay, particularly in bad weather.

The building is now in good order, but requires paint inside and outside, including the tin roof.

No. 2 MALE AND FEMALE GRAMMAR SCHOOL, S. W. CORNER BROADWAY AND BANK STREET.

The interior and exterior of this building were thoroughly overhauled and all the necessary repairs made to put the house in a good and comfortable condition, and it is believed to be at a fair standard.

No. 3 MALE AND FEMALE GRAMMAR AND PRIMARY SCHOOL, HIGH STREET.

This building, of quite recent construction, is a continual source of expense. During the winter of '78–'79

the whole system of the water pipes, which had improperly been hung to the first-story joists in an exposed position in the cellar, froze and bursted in every direction, thus depriving the school of heat (as the building was heated by steam) during the coldest weather; and they had to be taken down at great expense and buried, as they should have been at first, in the bottom of the cellar. The water closets for the accommodation of the teachers, located in the centre of the building, created an intolerable nuisance, and they had to be removed outside. The roofing, which had been neglectfully and improperly laid, as well as the flashing, had to be thoroughly re-soldered and re-fitted, in order to prevent the rain and snow from ruining the building; and the pavements of the yard, which had settled to such an extent as to shed the water in the cellar, had in many places to be re-graded and re-paved. Many other repairs were made from time to time, in order to prevent increasing damage to the building and to render its condition comfortable to its inmates.

No. 4 MALE AND FEMALE GRAMMAR SCHOOL, SHARP STREET, NEAR MONTGOMERY STREET.

All the exterior and interior repairs necessary to keep this building in a state of efficiency were put on it from time to time, as occasion required. The tin roof was thoroughly overhauled and put in a good and safe condition; a new fence was built in the rear of the lot, and the plastering properly repaired and pointed up.

This building stands greatly in need of shutters to the windows, which, for want of means, could not be

furnished. It also requires painting inside and outside, including the tin roof.

No. 5 MALE AND FEMALE PRIMARY SCHOOL, CORNER BROADWAY AND CHEW STREET.

This building required extensive repairs and some modifications in the floor plan to render it comfortable. Two class rooms—one near the centre of the building, in the first story; the other near the centre of the building, in the second story, had been originally planned so that the corridors opened into them from each opposite end, thereby rendering them very unpleasant as common thoroughfares, and also unhealthy on account of the cold currents passing through them during the winter and other inclement seasons. To correct this defect, glazed partitions were erected, enclosing each room within private limits and continuing the corridors throughout their entire lengths, thereby adding much to the comfort and convenience of the pupils and teachers occupying the rooms. The tin roof has been carefully examined, repaired and covered with a heavy coat of good paint; fencing and outbuildings have been put in good order; the pavements repaired where necessary; and the building is now in a fair condition, but should be painted to preserve it.

No. 6 MALE AND FEMALE PRIMARY SCHOOL, ANN STREET.

This new building required some additional work to make it convenient for its use and to keep it up to its normal condition. A new fuel house was built in the boys' yard, in order to keep the sexes separate; shutters

were put to the rear windows, first story, to secure the interior of the building; and the pavement in the yard, which had settled in some parts, was re-graded and re-laid. The building is now in excellent condition.

No. 6 ENGLISH-GERMAN SCHOOL, DRUID HILL AVENUE, NEAR BIDDLE STREET.

In this building a new floor was laid in the second story; the partitions, inside trimmings of the class rooms, sash and doors were put in complete order; the ceilings and walls of the class rooms were properly repaired and pointed up; the shingle roof was carefully examined and made water-tight; a new fence, binding on the west side of the lot, was built, and the yard and pavements thoroughly repaired.

This building is now in good order, save that it requires paint inside and outside.

No. 7 MALE GRAMMAR AND PRIMARY SCHOOL, CHESAPEAKE AND HUDSON STREETS.

In order to accommodate the discipline and arrangements of the classes, a partition was removed and put up in the second story, and other incidental repairs made to place the building in a comfortable condition.

It stands greatly in need of paint to preserve its material.

No. 8 MALE AND FEMALE GRAMMAR SCHOOL, HOLLINS STREET, NEAR FULTON STREET.

This building has received quite extensive repairs. During the severely cold weather—February, '79—the

water pipes, which had been hung to the first floor of joists in the cellar, from their exposed position, bursted in every direction. They had to be taken down and buried in the bottom of the cellar to protect them from frost. The court yard, on the west side, had to be enlarged and paved, in order to give sufficient room for the pupils during recess; the tin roof (by faulty construction) was found to be so loose that it was liable to be blown off, and it had to be thoroughly nailed; the spouts and gutters were thoroughly repaired; besides the whole interior finish—such as sash, doors, &c.—had to be thoroughly overhauled to put the building in a convenient and comfortable state to suit the purposes for which it was designed.

No. 9 MALE AND FEMALE GRAMMAR AND PRIMARY, COURTLAND STREET.

This building was put in a comfortable condition. The roof was thoroughly repaired and covered with a good coat of paint, and a new coal house was built—the old one having become in a dangerous condition.

The building requires paint inside and outside to preserve it.

No. 10 MALE AND FEMALE PRIMARY SCHOOL, HOLLINS STREET.

The demands of this building during the early part of the year, to keep it up to a fair condition, having been so very moderate, the balance of its quota of the appropriation was devoted to painting it inside and outside with two good coats of paint, which it stood

greatly in need of, and which adds much to its appearance and preservation.

No. 11 MALE AND FEMALE GRAMMAR SCHOOL, N. W. CORNER BOND AND JEFFERSON STREETS.

The interior of this building has been carefully overhauled; the floors, partitions, doors, sash and shutters have been repaired and adjusted where necessary; a new fence has been put up on Jefferson street and all the remaining fences repaired; the shingle roof has been thoroughly overhauled and mended; the pavement in the yard and the sidewalks have been put in order, and the brick work of the walls and chimneys pointed up where required.

The building stands greatly in need of paint inside and outside.

No. 12 MALE AND FEMALE GRAMMAR SCHOOL, RIDGELY STREET.

This building, of recent construction, required some additional changes in the plan to make it convenient and comfortable to its occupants.

The long open corridors extending through the building in each story exposed the lateral class rooms to excessive draughts of raw air during the cold seasons. To obviate this, storm doors were fitted and hung at their opposite extreme ends, which have completely relieved the rooms. The ventilating apparatus in the roof, which had been carelessly put up, was thoroughly overhauled, adjusted and put in order, so as to work freely; and the roof, which, in many places, had be-

come bare, exposing the metal surface to the action of the atmosphere, was thoroughly covered with a good coat of metallic paint.

Other repairs of a general character were made to keep the building up to its present good order.

No. 13 MALE AND FEMALE GRAMMAR SCHOOL, AISQUITH STREET.

This building was thoroughly overhauled and the tin roof carefully repaired; a portion of the fence on the south side of the lot was re-built, and the pavement in the yard properly repaired. The building stands greatly in need of paint inside and outside, including tin roof.

No. 13 MALE AND FEMALE PRIMARY SCHOOL, JEFFERSON STREET.

This old building received such repairs as were sufficient to keep it up to a tenantable standard. The cellar under it was so wet and damp during the greater part of the time it was occupied, that it became necessary to fill it up.

Much needful repair is still required to put the building in a proper condition, and it is injuring for want of paint.

No. 14 MALE AND FEMALE PRIMARY SCHOOL, EUTAW STREET, NEAR PRESTON STREET.

This building received such necessary repairs as were required to keep it in a state of efficiency; but it should be painted inside and outside, including the tin roof.

No. 15 MALE AND FEMALE GRAMMAR SCHOOL, REPUBLICAN STREET AND WAGON ALLEY.

This old house was quite extensively repaired. Floors were mended; doors, sash and shutters re-fitted and adjusted, and a new front cornice put up; the roof was thoroughly overhauled; the plastering repaired and pointed up, and the plumbing work put in order.

The building is now in a fair condition, but requires paint inside and outside, including tin roof.

No. 17 MALE AND FEMALE GRAMMAR SCHOOL, WASHINGTON STREET.

Frequent complaints having been made that this building had been entered by malicious persons, and property damaged or destroyed, it was deemed expedient to put outside shutters to all the windows of the flank and rear walls of the first story. The interior and exterior of the building also received the necessary repairs to keep it in a comfortable condition for its occupants. But it should be painted inside and outside, including tin roof.

No 18 MALE AND FEMALE PRIMARY SCHOOL, WALSH STREET, NEAR LANVALE STREET.

This building required extensive repairs to put it in good running order. Floors, partitions, doors and sash were thoroughly repaired and adjusted; also, the plastering mended and painted up. A brick retaining wall was built on the rear line of the lot, binding on the alley, and a new fence constructed thereon; also, the party fence on the south side of the lot was re-built, and the remaining fences put in good condition.

The pavement in the rear yard was in great part taken up and re-laid. The house is now in a good condition, save that it requires paint.

No. 20 MALE AND FEMALE GRAMMAR AND PRIMARY SCHOOL, N. W. CORNER JOHN AND EDEN STREETS.

The great increase of pupils in this district of the city of Baltimore made it imperative to increase the size of this building, or to build another school house. The former alternative was deemed the most expedient; and the City Council passed a resolution No. 132, approved May 5th, 1879, to enlarge and improve the building. Accordingly, a new adjunct building was erected at the rear end or north end of the original building. The plan is a parallelogram, twenty-two feet six inches wide, by sixty-two feet nine inches long, out to out of walls. The building is two stories high; each story conforms in height and finish with the old portion to which it is attached; and each story is divided into two spacious and airy class rooms; between the class rooms, in the first story, is a roomy cloak room, and in the second story a private room for teachers, and also a wide stairway descends from the second story to the yard in the rear.

The four class rooms are estimated to seat comfortably two hundred and sixty pupils. In making the above addition, it necessitated the making of some other alterations or modifications in class rooms for the convenience of the class organization or discipline of the school. Three partitions were taken down and reconstructed, in order to change the position of the principal's room, and one was taken down, in order to

enlarge a room. A small room in the cellar of the old building, which formerly had been designed for a hat and cloak room, was re-fitted up for this purpose, and a communicating stairway was built to give access to it from a class room.

Vestibule doors have been made and fitted to the entrance door, (west side of the building,) in order to cut off the direct draught of air in the class room; and every attention has been paid to the wants of the building, to make it comfortable and convenient to its occupants, "except painting," which it stands greatly in need of.

No. 22 MALE AND FEMALE PRIMARY SCHOOL, RAMSEY STREET, NEAR SCOTT STREET.

This old building has received considerable attention, in order to keep its condition to a fair standard. Several of the class rooms have required extensive repairs to the plastering, particularly in the ceilings, which in many places had become loose and dangerous. The interior wood work—such as, sash, doors, &c.—has been put in order; the shafts of the chimney have been pointed up, and new galvanized iron caps put on them. The yard pavement has been repaired and other necessary work done to preserve the building; but it sadly needs painting on the inside and outside.

No. 23 MALE AND FEMALE PRIMARY SCHOOL, S. E. CORNER GOUGH AND WOLFE STREETS.

This old building, which has been enlarged at various periods by the addition of parts as the emergency demanded, has required constant attention to keep it in a comfortable state of preservation; but to make such

alterations in the plan as would be necessary to accommodate the increasing number of pupils with proper room and ventilation, would require a greater outlay than the work would justify, and would be equivalent to building a new structure.

No. 25 MALE AND FEMALE PRIMARY SCHOOL, CAROLINE STREET, NEAR BANK STREET.

This old building received extensive repairs last year, but for want of sufficient means, at that time, much was delayed until this year, which has been done; and the building is now in a very fair condition, but requires paint inside and outside (except tin roof, which has been painted recently).

No. 26 MALE AND FEMALE PRIMARY SCHOOL, ORLEANS STREET BETWEEN BOND AND REGISTER STREETS.

This building has been kept in good order. The tin roof has been painted with a good coat of metallic paint; the pavements in the yards, and the fencing around have been kept in good repair; but the building is materially injuring for want of paint inside and outside.

No. 27 MALE AND FEMALE PRIMARY SCHOOL, S. W. CORNER FAYETTE AND CHESTER STREETS.

The basement joists and floor of this building, for want of ventilation under them, had become so rotten as to be dangerous. Accordingly, by authority of resolution No. 21, approved February 28th, 1879, the old joist and floor were removed, and new ones put in their

place; also, additional window openings were made in the rear wall, to give more light and ventilation; and all other necessary repairs were made to preserve the building, and make it comfortable for its occupants. It requires paint on the inside.

No. 28 MALE AND FEMALE PRIMARY SCHOOL, CORNER BATTERY AVENUE AND CLEMENT STREET.

This building has received considerable repairs; two partitions were altered; fences were put in good order; the roof was painted, but the wood work requires paint.

COLORED SCHOOL No 7, WAESCHE STREET, NEAR FREMONT STREET.

The earth in the east yard of this building being several feet higher than the adjoining lot, was found to be pressing the fence over on it to such an extent as to endanger its being thrown down at any moment. To provide against such an accident, the Council passed Resolution No. 143, approved May 9, 1879, to build a retaining wall. Accordingly, a stone wall was built of Falls' quarry stone laid in cement. The average thickness of the wall is two feet; and it is of sufficient height to suit the grade of the yard, which is adjusted to shed the water on a ten-feet alley in the rear.

FIRE ENGINE HOUSES.

All the various engine houses and truck houses throughout the city of Baltimore received that attention due and necessary to keep them in a proper state

of preservation, comfort and efficiency for the action of the Fire Department, commensurable with the amount appropriated to do so, up to the passage of Ordinance No. 29, approved April 11, 1879, transferring the supervision of the engine buildings from the Inspector of Buildings Department to the Fire Commissioners Department of Baltimore.

MARKET HOUSES.

These buildings have received during the year, from time to time, incidentally, such repairs as the amount of the general appropriation would allow, in order to keep them in a state of efficiency for the special public use for which they were intended; but they have not been kept up to a proper state of preservation for want of funds at the disposal of this department.

Of the several which have received special attention, the following are enumerated, viz: At Legington market, the clerk's office was thoroughly renovated; the roofs of Belair market and Broadway market houses were thoroughly overhauled and repaired, and the interior wood work of the Broadway Institute Hall was put in good order; new pavements were laid in front of Centre market, on Baltimore street, and in front of the Fish market, on Centre Market Space, and the pavement in Hanover market house was thoroughly repaired. Also, by Special Resolution No. 160, approved May 28, 1879, Cross street market house was painted throughout and the pavement thoroughly repaired. Calls were made from several other market houses at various times, but for want of means they could not be responded to.

MISCELLANEOUS.

The following works ordered to be done by special resolutions have been performed, viz:

Per Resolution No. 39, approved March 5, 1879, the clock in the tower of Engine House No. 6 was repaired and put in order and kept in good condition.

Per Resolution No. 53, approved March 17, 1879, three rooms in the mansard story of the City Hall building were fitted with shelves and book cases for the use of the City Librarian.

Per Resolution No. 156, approved May 16, 1879, the armony of the 5th Regiment M. N. G., over the Richmond market, was repaired; the water closets were thoroughly overhauled and their system of drainage improved; the iron work of the roof set up and the roof covered with a good coat of metallic paint.

Per Resolution No. 158, approved May 22, 1879, some modifications and additions were made to the heating apparatus of the City Hall.

Per Resolution No. 167, approved May 28, 1879, the Criminal Court room was ventilated by an apparatus known as Wing's Patent Ventilating Fan.

All the above works are reported as giving entire satisfaction, conducing greatly to the comfort and convenience of those whose business and occupation bring them in relation with their environments.

NUMBERING HOUSES.

I would respectfully call your attention to the necessity of adopting some system which would correct the present imperfect manner of numbering the houses in

the city of Baltimore. This department has been frequently called upon to adjust the numbers of houses, especially in blocks or rows where changes have been made in original lot by dividing the same into two or more parts.

According to the present numerical system, the problem is a perplexing one. To assign to such additional houses or lots their consecutive numbers would necessitate an entire change of numbers for each and every house throughout the entire length of the street, beginning for the order where such changes were made; and as it is possible that every block in a street is liable to such changes or alterations, the present system becomes practically inoperative by reason of its too frequent repetition, which would entail grievous inconveniences and vexatious annoyances upon hundreds of citizens for the benefit of one or two.

The sequence of such cases named above has been that the houses either remained unnumbered, or, as in some instances, had to take fractions.

DANGEROUS WALLS, &c.

Much embarrassment has been felt in this department to answer the various demands made, and questions propounded to it, in regard to dangerous walls and other faulty constructions of buildings. The very few laws bearing upon the subject, to be found in the Baltimore City Code, 1879, promiscuously assigned to the jurisdiction of the several different departments of the city government, serve rather to perplex by a conflict of authority, than to enlighten either as to a just interpretation and administration of them. Some few,

however, which were assigned to this department at its creation by the City Council, I have had reason to doubt of their validity, particularly the ordinance relating to "dangerous walls," and I have felt it to be my duty to seek the advice and opinion of the law officer of the city of Baltimore. I accordingly addressed him a note, asking his opinion. The following is his answer to my inquiries, which I think will be fully understood by you, without any comment on my part:

Baltimore, December 19th, 1879.

Robert S. Beetley, Esq., *Inspector of Buildings.*

Dear Sir:—I have received your letter of the 10th inst., asking my opinion as to the extent of the authority vested in the Inspector of Buildings, by section 21 (ordinances) of article 7 of the City Code, to compel the removal of "dangerous walls;" and also, as to the extent of the powers vested in the Mayor and City Council by the city charter, to regulate the construction of buildings in this city.

The charter powers of the Mayor and City Council, in regard to the subject-matter of your inquiry, are limited by the several provisions of the Code of Public Local Laws, article 4, referred to in the City Code, and are apparently confined to the regulation of the erection of wooden buildings (section 29); of party walls and partition fences (section 823); of the widths of chimneys (section 150); of the size of bricks to be used in building (section 943), and of the limits within which steps, porticos, &c., which encroach upon the

public streets, may be allowed to be rected. Authority to regulate by ordinance the construction of buildings, generally the thickness of walls other than "party-walls," the size, &c., of joists and other timbers, &c., does not seem to have been conferred by the Legislature; and the passage of a proper building law by the Legislature, or of an Act authorizing the Mayor and City Council to pass ordinances upon the subject, would, therefore, in my opinion, be necessary for the purposes indicated in your letter. For the same reasons, I am of opinion that the powers delegated to the Inspector Buildings, by article 7, section 21, of the City Code, are in excess of any which the Legislature has conferred upon the Mayor and City Council, and could only be exercised by that officer at his own peril. Except in the case of a great emergency—when, for example, the destruction of a building may be necessary to arrest the progress of a fire, or when walls or buildings that have been left upon a public thoroughfare by a fire, in an unsafe or tottering condition, and when ordered to be taken down—I do not see how such powers can be lawfully exercised or delegated, without incurring the risk of a personal action for trespass. The power to enter upon a man's premises, and, at twelve hours notice, tear down any wall or building deemed "dangerous to persons or property," is too extreme and arbitrary a power to be exercised by the Inspector of Buildings, without greater legal warrant than, in my judgment, the ordinance of the Mayor and City Council confers.

The liability of the owner of the property, which is suffered to be and remain in such dangerous condition, to be proceeded against for a nuisance, as well as for

damages for any actual injury sustained by "persons or property" through his negligence, is, of course, an entirely independent question, not affected by the provision of the ordinance.

Very respectfully, &c.,

T. W. Hall,
City Solicitor.

The above remarks of the learned law officer of the city will, I think, convince your Honors of the necessity and importance of providing a suitable Code of Building Laws for the city of Baltimore, which may be made practically operative and efficient in their application to the safe construction of all new buildings hereafter to be erected, and of all repairs and alterations which may be necessary hereafter to be made to all the old buildings now erected. Such a Code of Building Laws might be framed, covering all the general details necessary to insure strength and safety in the construction of all classes of buildings, according to the uses for which they may be designed, without however, making them too complex and abstruse for practical operation. Such a Code of Building Laws, "I am informed," are in existence in most of the large cities of the United States; and I can see no reason why the city of Baltimore should be an exception to the rule. Her geographical situation, her present magnitude and her great natural advantages for commercial and manufacturing industries insure her increasing growth and prosperity in the future; and if these are factors which make up the great populous centres in

civilization "called cities," Baltimore is certainly entitled to the rank of a great city; and hence, I would respectfully submit to your Honors the necessity of a practicable and efficient Code of Building Laws to protect the lives and property of the citizens of Baltimore.

CITY HALL.

I feel it my duty before closing this report to call your Honors' attention to the present condition of this edifice, which has been to some extent neglected, and to urge upon you the necessity of making some provision to guard against further injury from the action of the elements. I shall only name what I deem to be absolutely necessary to be done, according to my judgment, based upon a careful examination of the building, viz:

The slate covering of the roof needs repair in many places.

The cupola stands greatly in need of paint. In many places the paint has worn off, leaving the surface of the iron bare, exposed to erosion by the action of the atmosphere. It should have three good coats of paint put on the outside, from the top of the finial of the lantern, over the dome and down the colonnade to the marble base; and it should have two good coats of paint inside, from the lantern to the floor of the cupola.

All the tin work, galvanized iron cornices, wood dressings and iron crestings on all the roofs of the wings and centre building should have two good coats of paint.

The marble base upon which the colonnade of the cupola stands should have all the joints and butts re-

caulked and thoroughly cemented. These butts and joints are now very open, and the water during heavy rains percolates through them to the great injury of the dome of the rotunda, the effects of which are visible by the stains now marked on its ceiling.

The brick parapets of the flank walls, above the main cornice of the centre building, should be flashed with tin, well painted on both sides, and the open joints of the stone coping or crown of this cornice should be thoroughly cemented. Also, the copings or crowns of the stone pediments at the east and west ends of the centre building, as well as the top of the stone balustraded parapets all around the north and south lateral wings and the intermediate connecting wings, should be thoroughly cemented in their butt joints.

The hanging gutters of the mansard roofs and of the centre building roof are too small to carry off the water, as may be noticed in heavy rains, when they overflow on the main cornice below them, and the water drips over and stains the exterior face of the walls, erodes the cement of their joints and thus creates dampness, which in many places on the interior surface of the walls show its damaging results. These gutters should be enlarged, and the down spouts, at their junction with them, should have box heads or more calibre to insure sufficient vent to void the volume of water shed by the roofs. At the base of the brick walls in the Courts, the joints should be cut out, and pointed up with good cement, as these walls are now injuring from dampness near their foundation. The cellar window areas require some modification or adjustment at their bottoms, so as to let the water off,

which, during heavy rain falls, now overflows them, and runs into the cellar, thus keeping the walls adjoining them in a very damp condition. The water closets in the cellar should have self-acting valves; by their present construction, through the negligence of many persons using them, they frequently emit foul and noxious odors; also, the closets in the second story should have vent pipes leading from the traps, up through and out the ventilating stacks, "as I am informed the impure odor emitted from them is very frequently smelt in the corridors."

Several doors and some of the window sash in the interior of the building require adjusting. The armory room floor should be taken up and relaid; the joints and butts having opened by shrinkage to such a degree as to preclude the possibility of washing it off, without damaging the materials of the ceiling underneath, to say nothing of its unsightly appearance in ludicrous contrast with the elaborate finish of the work around it. Nearly all the old material could be used; and, in all probability, it would be far superior to any other of the kind that could be obtained, for the reason that it has undergone the test of atmospheric action and change in its peculiar location.

Many of the tiles in the corridors and the rotunda have settled out of level, or are loose; they should be taken up and re-set. The walls in the corridors of the basement and principal story are much soiled, as also, the exterior walls of the building, along the base to the height of the basement window sills; and they should be cleaned off.

The cellar needs white-washing.

The ceiling of the portico at the east entrance of the basement story is evidently undergoing injury by the water which filters through the joints of the stone vaulting, eroding the mortar and defacing the surface. The cause is due to the water filtering through the joints of the floor above. To correct this the joints of the flags should be opened at top, and well caulked and payed with white lead cement, and the ceiling beneath should be cleaned off.

CONCLUSION.

The sum required for this department for the year 1880 is fifty-five thousand nine hundred dollars ($55,900). The amount of work enumerated and referred to in this report, but not specified, may be ascertained by reference to table A.

Respectfully submitted,

ROBERT S. BEETLEY,
Inspector of Buildings.

The accompanying table A shows the amounts of appropriations and expenditures for the year ending 31st December, 1879.

B shows the amount required for this department for the year 1880.

C shows the net revenue of the office for the year 1879.

TABLES.

TABLE A.

Statement showing the Amount of Appropriations for this Office for the year 1879, *and the Disbursements and Balances unpaid to December* 31, 1879.

Ordinances and Resolutions.	APPLICATION.	Amount of Appropriat'n	Amount Expended.	Balance Unexpended.
Ordinance 51.	For repairs of Public School houses.....	$17,141 93	$16,968 26	$173 67
	Deficiency bills for same account in 1878	2,858 07	2,857 35	72
	For repairs of Engine Houses.....	6,596 39	962 12	5,634 27
	Deficiency bills, same account in 1878..	403 61	395 20	8 41
	For repairs of City Property.....	4,660 11	4,597 89	62 22
	Deficiency bills, same account 1878..... ...	339 89	339 79	10
	For repairs of Lafayette market house...	182 76	182 76	....
Resolution 21.	For repairs of Primary School House No. 27.....	800 00	782 06	17 94
" 39.	For repairs of Clock at No. 6 Engine House	100 00	50 00	50 00

" 53.	For fitting up rooms, third story City Hall, for Librarian.....	480 00	475 53	4 47
Ordinance 51.	For building English-German School House No. 3.	16,000 00	15,413 28	586 72
" 23.	For building Male Grammar and Primary School No. 1.....	9,000 00	4,150 67	4,849 33
Resolution 123.	For enlarging and improving Public School House No. 20....	4,000 00	3,155 25	844 75
" 160.	For repairing and painting Cross street market	1,000 00	900 00	100 00
" 167.	For ventilating the Criminal Court room.....	629 20	629 20	.....
" 143.	For building retaining wall at Public School No. 7.	300 00	271 50	28 50
" 158.	For repairing heating apparatus, City Hall	748 00	748 00	.....
" 156.	For repairing 5th Reg't Armory.	700 00	699 69	31
" 187.	For repairing and fitting up additional school rooms in Old City Hall.....	300 00	298 85	1 15
" 146.	For whitewashing Cross street market house.....	30 00	30 00	.....
Ordinance 51.	For Salaries...	3,000 00	3,000 00	.....
	For Incidental Expenses...	100 00	4 00	96 00
		$69,369 96	$56,911 40	$12,458 56

TABLE B.

Showing the Estimated Requirements of this Department for the year 1880.

For repairs of Public School houses		$25,000 00
For repairs of City Property, exclusive of City Hall	$7,000 00	
For repairs of City Hall	6,000 00	
		13,000 00
For completion of Male Grammar and Primary School per Contract	$13,850 00	
For Contingencies	1,000 00	
		14,850 00
For repairs of Clock in No. 6 Engine House, balance per Contract		50 00
For Salaries		3,000 00
		$55,900 00

TABLE C.

Showing the Revenues of this Department for the year 1879.

Permits issued for Frame Sheds, Signs and Telegraph Poles.....		$1,990 19
Permits issued for Bay Windows..		470 00
" " " Steam Boilers and Engines.		525 00
Received for Advertising Applications	$1,800 00	
Paid for Advertising.....	1,046 00	
		754 00
Net Revenue.....		$3,739 19

ANNUAL REPORT

OF THE

General Superintendent of Lamps

AND

INSPECTOR AND SEALER OF GAS METERS

TO THE

Mayor and City Council of Baltimore,

FOR THE

Fiscal Year ending December 31, 1879.

REPORT.

OFFICE OF GENERAL SUPERINTENDENT OF LAMPS
AND INSPECTOR AND SEALER OF GAS METERS,

BALTIMORE, January 8, 1880.

To the Honorable the Mayor
and City Council of Baltimore.

GENTLEMEN:

In presenting this first annual report of this office, permit me to say that the necessity on the part of the city to have some one conversant with the subject of economical consumption of gas and gas meters, and having general charge of the same in all the departments of the City Government has been known to some, but the full advantage had not been fully realized until the present department was created.

When it is remembered that gas meters are placed in most cases in cellars, dark, obscure corners, and every conceivable out of the way place, and can only be observed with difficulty, it can be well understood that there should be some one to look after them in behalf

of the city, when gas bills to the amount of about one hundred and fifty thousand dollars are annually paid. I do not for one moment intend to charge the Gas Company with intentional wrong, as all our intercourse has been of the most courteous character, and every request complied with except the laying of mains. The People's Company have laid a large amount to supply city lamps, but the other companies have laid but little for this purpose or at the request of the city; much improvement, however, has been made in the city's consumption, and many leaks stopped that the city was paying for.

Last summer, at an expense of two hundred and sixteen dollars and seventy-six cents ($216.76), a red light of glass was placed in each city street lamp nearest to the fire-plugs, as a signal to the Fire Department, which seems to be useful and give satisfaction.

In this connection I would again call attention to the necessity of placing the names of the streets on the lamps. During the year much comment has been made by the newspapers, and many communications have been sent to this office on the subject, but we were unable to comply with the request and the requirements of the law, as no appropriation was available for the purpose. There is a large number of signs required for new streets, and others require replacing, to which I would call special attention.

During the year there has been two hundred and thirty-five (235) gas lamps erected, some of those taking the place of gasoline, and the latter removed where necessary and gas could be obtained. The present number of gas lamps is forty-eight hundred and forty-

seven (4847), exclusive of those inside the squares and parks. This may appear a large number, but it is far less than any other city of the same size and population in the country, but we have the advantage of a full size burner, and using the gas at a low pressure which gives much more light than a smaller or the common burner in general use.

There is nine hundred and ninety-eight (998) gasoline lamps in use in the different parts of the city, being eight (8) less than last year.

The new Gas Company (the Consumers Mutual) have laid gas mains in some parts of the city where the other companies have none. We have had lamps erected and gas supplied by that company, notwithstanding they charge 40 cents per thousand feet more than the Baltimore or Peoples, but we hope there will be a contract made soon that the price may be the same, and other advantages obtained by the city that we have a right to claim in consideration of the privilege of laying pipes in the streets, &c., and being much the largest customers—requiring very little time and attention, and being prompt in payment in all our departments.

I would again call attention to the necessity of putting abundantly large pipes for the supply of gas in all public buildings. There is some at the present time in use, that economy and a proper supply would require that the pipes should be taken out and larger substituted. This would apply to many private houses and buildings, as well as to those in use by the city—as a high pressure on the gas is required, consequently, a poor light and much greater expense.

I cannot close this report without saying the Superintendents have cheerfully co-operated with me in every effort to light the lamps promptly, keep them in good condition, and correct any irregularities.

Your obedient servant,

F. W. KING,

General Superintendent of Lamps and Inspector and Sealer of Gas Meters.

LIST OF TABLES

Annexed to the Report of the General Superintendent of Lamps and Inspector and Sealer of Gas Meters for the year 1879.

Table A exhibits the number and size of meters inspected and sealed, also rejected, being incorrect and out of order.

Table B shows the amount received by the department and paid to the City Register on the warrant of the Comptroller, from January 1 to December 31, 1879.

Table C exhibits the amount of appropriation, and amount expended, with the balance unexpended.

Table D shows the amount required for the year ending December 31, 1880.

TABLE A

Exhibits the Number and Size of Meters Inspected and Sealed, also Rejected, being incorrect and out of order.

	Size and Number of Meters Inspected and Sealed, being correct.											
No. Lights.....	2	3	5	10	20	30	45	60	80	100	150	200
	246	5158	5866	742	169	49	44	6	1	22	4	1

	Size and Number of Meters Rejected, being incorrect and out of order.								
No. Lights...	2	3	5	10	20	30	45	60	150
	15	471	344	92	21	4	4	2	2

TABLE B.

Showing the amount received by the Department and paid to the City Register on the warrant of the Comptroller, from January 1 to December 31, 1879.

Inspecting Meters	$3,200 50
Repairs of Lamps	96 45
Old Material Sold—(Brass)	23 40
	$3,320 35

TABLE C

Exhibits the amount of Appropriation and amount Expended, with the balance unexpended.

	DR.	CR.
Gas Account	$110,040 59	$130,000 00
Balance	19,959 41	
	$130,000 00	
Lamp Pillar and Lamp Account.	$21,006 18	$23,200 00
Balance	2,193 82	
	$23,200 00	

TABLE D,

Showing the Amount required for the year ending December 31, 1880.

Gas Account.	$130,000 00
Lamp Pillars and Lamps, including Gasoline Lamp Supplies and Repairs; Gas Lamp Posts; Gasoline Lamp Posts; New Lanterns, Gas; New Lanterns, Gasoline; Repairs of Lamps; Names of Streets on Lamps	$24,200 00

ANNUAL REPORT

OF THE

CITY COMMISSIONER,

TO THE

Mayor and City Council of Baltimore,

FOR THE

Fiscal Year ending December 31, 1879.

REPORT.

CITY COMMISSIONER'S OFFICE,

BALTIMORE, January 1, 1880.

To the Honorable the Mayor
and City Council of Baltimore:

GENTLEMEN:

I respectfully submit the following as the annual report of the operations of this department of the city government for the year ending 31st December, 1879:

CONSTRUCTION AND REPAIRS OF SEWERS AND INLETS.

At the outflow of Schroeder's run sewer, where it leaves the line of Carey street, at Wooster street, on the Carroll estate, near Mount Clare depot, the arch built by and belonging to said estate was nearly destroyed during the year 1878, and while in that condition was doing much damage to the adjacent street. It has been repaired by the construction of a heavy and substantial support wall parallel to the building line of

Wooster street, in pursuance of Resolution of the Mayor and City Council, and paid for out of the balance of the appropriation for the construction of Bloom street sewer.

In this connection I would again suggest the importance of condemning the "right of way" and the construction of a continuation of this sewer to tidewater by a different route than its present course indicates. This water-course, after leaving Carey street, runs in a very circuitous line until it meets Chatsworth and Carroll's runs, forming what is known on the old plats of the city as Three Prong Branch, near Ostend street, at the foot of Scott street. The union of these water-courses at this point has the effect, during heavy rain storms, of inundating the adjacent property, and in the course of time will detract materially from its value. I would therefore suggest, that before the land in this vicinity be further improved, a careful survey be made with the view of diverting Schroeder's and Carroll's runs from their present outflow to a point farther south and west of Harman's bridge. This would prevent the large accumulation of water caused by the union of the three streams, and add much to the value of contiguous property.

A circular sewer of brick and stone three feet in diameter has been constructed in Bloom street, from Division street to Druid Hill avenue, connecting with the main sewer in Druid Hill avenue.

The continuation of the Harford run sewer, from Canton avenue to its outlet at the City dock, is now under contract, and the work will be completed early in the coming spring. This improvement was some-

what delayed by several legal questions that arose, and also from a sanitary view—some apprehension having been entertained as to the propriety of disturbing its filthy bottom during the summer and early autumn months.

I was directed by Resolution No. 139, approved 8th May, 1879, to "construct a sewer to commence at the corner of Albemarle street and Eastern avenue; thence down Eastern avenue, connecting with the sewer in said Eastern avenue at a point near President street." This work has not been done, for the reason that the old sewer in Eastern avenue is but a small drain, utterly insufficient to carry off the water which the contemplated sewer would carry to it. An additional appropriation to rebuild and enlarge the old sewer becomes necessary if it is the intention of the Mayor and City Council to relieve Albemarle street and Eastern avenue during heavy rains.

After the upper portion of Harford run has been diverted to Harris' creek, as per ordinance, that portion lying between Bond and Orleans streets should be removed from its present bed under private property and reconstructed in some of the streets between those points. Its present filthy condition cannot be improved until this is done.

That portion of Chatsworth run sewer between St. Peter and Sterrett streets has been rebuilt during the year and its capacity increased thirty per cent., which will much relieve the "back water" north of St. Peter street. In addition to this improvement, I would recommend that the grades of the streets at the intersections of Fremont, St. Peter and S. Paca streets be read-

justed and raised, and additional inlets be constructed and so arranged that they would convey the water to the main sewer more readily than is the case now. This sewer (Chatsworth run) will require considerable repairs during the coming season between Baltimore and Portland streets, especially the portion between Lombard and King streets. At this point the arch, upon which a house fronting on Lombard street is built, is in a very dilapidated condition, *and is liable to fall at any time,* the result of which would be serious damage to property north of it. Its capacity moreover, is much diminished in its present form. Some arrangement ought to be made with the owner of this property by which the sewer could be reconstructed and its capacity enlarged.

The sewers under the bed of North avenue, between Chester street and Belair avenue, and between Greenmount avenue and Point lane, the construction of which became necessary in consequence of the grading and paving of North avenue, (referred to in my last annual report), have been completed.

The sewer crossing Belair avenue, near North avenue, has been rebuilt and enlarged in order to obviate the difficulty heretofore existing at that point.

That portion of Schroeder's run sewer where it crosses Carlton street has been arched and the street regraded and paved, and the wooden bridge at that point removed.

Two "traps" and a ventilating shaft at the intersection of McMechen street and Moore's alley, and two traps and an inlet at the intersection of Charles and Hoffman streets have been constructed.

Four inlets on Sterrett street, near Spring alley, and one in St. Peter street were built in connection with the grading and paving of Sterrett street.

The difficulty existing at the intersection of Woodyear alley and Franklin street during heavy rains can be remedied by additional inlets in Edmondson avenue and Calhoun street, and Harlem avenue and Calhoun street, and by changing the water-course at the corner of Franklin and Republican streets.

The increased amount asked for the "repairs of sewers" for the year 1880 is due to the extensive repairs necessary for Chatsworth, Schroeder's and Harford run sewers. These repairs are demanded by the Health Department as a sanitary precaution.

GRADING AND PAVING OF NEW STREETS.

During the year, as will be seen by reference to table C, herewith submitted, new streets have been graded, paved and kerbed, which aggregate 428,125 square feet of cobble stone paving. No streets have been laid in "Belgian blocks" during the year. Wilkens avenue, from Gilmor to Monroe street, and North avenue, from Greenmount avenue to Belair avenue, have been graded, paved, kerbed and graveled. The completion of North avenue has opened a direct communication between the extreme eastern and western portions of the city, the want of which has long been felt. Wilkens avenue will also become a very important thoroughfare.

The work of paving North avenue, from Pennsylvania avenue to Jones' Falls, as per Ordinance of the Mayor and City Council, is now being prepared, and will be

completed during the coming summer. In connection with this improvement, I would urge the importance and necessity of constructing a sewer to carry off the surface water which has been so destructive along its bed during heavy rains. This sewer ought to commence at the intersection of Druid Hill avenue and extend along North avenue to McMechen street, and along McMechen street to connect with the sewer in that street which empties into Jones' Falls. During the coming season it would suffice to construct it from Linden avenue to and along McMechen street, leaving the western portion to be built hereafter. By the construction of this sewer all that part of the county drainage north of North avenue would be conveyed directly to Jones' Falls, thereby relieving McMechen street sewer.

Oliver street, from Dolphin to McMechen street, will be completed early in the spring. The embankment, which at some points is thirty-five feet deep, is already completed; but the paving has been postponed in order to allow time for it to settle.

The regrading and repaving of Chase street, between Greenmount avenue and Wilcox street, as per Ordinance of the Mayor and City Council, is under contract, and will be finished early in the season.

I continue to insert the table, showing the amount of paving done for a number of years past, as a matter of convenient reference:

Paving done in the year	1863	square feet...		20,849
"	" 1864	" ...		88,109
"	" 1865	"		66,960
"	" 1866	" ...		61,943
"	" 1867	" ...		70,336

Paving done in the year	1868	square feet...	179,959
"	" 1869	" ...	806,290
"	" 1870	" ...	306,440
"	" 1871	" ...	481,741
"	" 1872	" ...	182,523
"	" 1873	" ...	168,808
"	" 1874	" ...	367,655
"	" 1875	" ...	1,025,661
"	" 1876	" ...	1,510,762
"	" 1877	" ...	951,204
"	" 1878	" ...	634,200
"	" 1879	" ...	428,125
Belgian pavement laid in	1874	square yards...	6,079
"	" 1875	" ...	11,967
"	" 1876	" ...	10,003
"	" 1877	" ...	34,621
"	" 1878	" ...	22,916
"	" 1879	" ...	None.

REPAIRS OF PAVED AND UNPAVED STREETS.

Under the new system of repairing the streets by day's work, instead of by contract, which was introduced in the year 1878, I am pleased to say that we have been very successful. We accomplished a large amount of work in a substantial manner, and at a reduced cost from the contract system, as the following will show: During the year we repaired 2,207,735 square feet of streets, and reset 20,020 linear feet of kerbing, to do which 21,901 cart-loads of sand and gravel, and 5254 perches, or an average of 12 per cent., of new cobble stones were used. Assuming the cost of re-

setting kerbing as five cents per foot, the cost of paving would be $2\frac{13}{100}$ cents, and if the resetting of kerbing and the paving be taken together, it would be $2\frac{49}{100}$ cents per square foot. The prices under the last year's contracts were ten cents per foot for resetting kerbing, and three cents per square foot for paving.

An improvement could be made in repairing streets in many of the thoroughfares, by laying granite blocks in the center for about one-third of the width of the street, and by repairing the sides with the best of the cobble stones taken from the center. By this plan, streets could be *repaved* in the most substantial manner, at about one-third of the cost of an entire granite block pavement, and in a large majority of cases they would answer the purpose intended equally as well.

The unpaved streets have been well maintained during the year. Eastern avenue extended, East Baltimore street, East Fayette street and East Monument street, and parts of Loney's and Mine Bank lanes, were repaired at a time when shells were obtained at a low figure. Loney's lane, from Monument street to the German cemetery, and the Ferry Bar road, from Marshall street to Light street bridge, were thoroughly shelled, as per resolution of the Mayor and City Council.

FLAG AND STEPPING STONES.

There were laid during the year 157 rows of flagstones, at an average cost of $63.69 per row, in compliance with various resolutions of the Mayor and City Council.

A large number of the old flagstones—removed on account of the substitution of new ones—were used as flags across alleys, and for the repair of gutters. This work was also done by day's work, at a less cost than it could have been done by contract.

REPAIRS OF BRIDGES.

All the city bridges have been kept in good order during the year, and the bridge over Gwynn's Falls, on the line of the Washington turnpike, which, by an Act of the General Assembly of the State, was transferred to the city, was extensively repaired. Harman's bridge, crossing Gwynn's Falls, on the line of the old Annapolis road, since it became the property of the city—about two years ago—has received much attention, and will continue to be a source of increasing expense and anxiety until it is reconstructed in a more substantial manner. I recommend that immediate steps be taken to that end, as suggested in my last annual report.

IMPROVEMENT OF JONES' FALLS.

Lombard street bridge, the centre truss of which was designed to carry the main water pipe in connection with the "Gunpowder supply," has been completed, and the falls thoroughly dredged from the City dock to Baltimore street.

The retaining walls on the west side of the falls and on the south side of the City dock, which will be finished during the coming season, will constitute very nearly a continuous line of new walls from Fayette street to the outlet of the falls.

The new drawbridge, which will be finished about the end of the present month, taken in connection with the new or curved line of the City dock, will complete one of the most important improvements made on the line of the falls. This bridge, as compared with the old one, besides other improvements, increases the openings or channels on either side of the central pier from forty-five to seventy-seven feet, thereby affording a clear passageway for the largest class of vessels. The grade of the new bridge will be two feet higher than the old bridge.

By authority of the Mayor and City Council, the limit for the "Improvement of Jones' Falls" was extended north of Eager street, in order to embrace the construction of the bridges on the lines of St. Paul, Calvert and North streets—all of which are now under contract and the work rapidly progressing towards completion.

North street bridge, the masonry of which is completed and the iron superstructure well under way, is 346.6 feet long and 60 feet wide, and is divided into two spans of 173.3 feet each.

Calvert street bridge, of which the masonry is nearly completed and the iron superstructure far advanced, is 571.3 feet long and 60 feet wide, and is composed of two arched spans of respectively 114.6 feet and 146 feet long and 60 feet wide, and of two viaducts 195.11 feet and 115 feet long resting on iron columns.

St. Paul street bridge, two-thirds of the masonry of which is finished and the iron work under contract, is composed of two arched spans of 108 feet and 276.6 feet,

with a viaduct, as in the Calvert street bridge, of 308.6 feet in length.

These bridges, in addition to crossing the falls, pass over the grounds and tracks of the Union depot, and are designed so as to present no obstruction to the operations of the railroad companies occupying the same.

Calvert and North street bridges will be completed by the 1st of April, and St. Paul street bridge by the latter part of next summer.

For workmanship, skill, materials used, durability and design, these bridges will compare most favorably with any similar structures of the kind in the United States, and when finished will add very materially to the attractive features and value of the property in that section of the city.

That portion of the falls between Hillen and Low streets, the improvement of which has been delayed in consequence of the difficulty of obtaining the right of way, when finished will complete, with the exception of a few minor points, the entire line of retaining walls from Madison street to the outlet. The bridges on the lines of Gay and Pratt and Chase streets are the only ones remaining to be built.

IRON PLATES.

Iron plates have been placed over the gutters at the following intersections:

Philpot and Thames streets.
Wolfe and Thames streets.
Wolfe and Aliceanna streets.
Stiles and Albemarle streets.

Barre and Hanover streets; and,
Columbia avenue and Poppleton streets.

Respectfully submitted,

J. H. TEGMEYER,
City Commissioner.

LIST OF TABLES ANNEXED TO THE CITY COMMISSIONER'S REPORT FOR THE YEAR 1880.

Table A exhibits the amount of appropriations, the amounts expended and the balances due on the several appropriations.

Table B shows the amount of money required for the year ending 31st December, 1880.

Table C states the number of streets and alleys paved, with the amount of paving done.

Table D exhibits the amount of superficial feet of paving in the city to 31st December, 1878, and the number of superficial feet paved to 31st December, 1879.

Table E exhibits the revenue received in the department from 1st January to 31st December, 1879.

TABLES.

TABLE A.

Showing the Amount of Appropriations and the Balances due on the several Appropriations for the year ending 31st December, 1879.

ACCOUNTS.	Appropriations.	Amounts paid.	Amounts undrawn.	Amounts overdrawn.
Repairs of sewers.....$6,000 00				
Paid Register..... 427 60				
	$6,427 60	$5,979 58	$448 02	.....
Flag and stepping-stones.....	10,000 00	9,966 37	33 63	.....
Repaving streets.....	2,000 00	1,824 08	175 92	.....
Repairs of paved streets.. .... $55,000 00				
Paid Register..... 395 73				
	55,395 73	54,749 84	645 89	.....
Repairs of bridges.....	3,500 00	3,473 47	26 53	.....
Paving and repaving in front of city property.....	800 00	280 66	519 34	.....
Incidentals.....	25 00	10 80	14 20	.....
Salaries.....	9,000 00	9,000 00	.....	.....
Paving and repaving cross streets.....	25,000 00	22,123 94	2,876 06	.....
Repairs of unpaved streets.....	1,500 00	1,429 77	70 23	.....
Improvem't of Jones' Falls..$305,560 30				
Paid Register 100 00				
	305,660 30	305,660 30	.....	.....

Iron plates.....$3,600 00				
Paid Register..... ..... 75 13				
	3,675 13	3,461 16	213 97	....
Livery of horses...	500 00	500 00	.....	.....
Inlets, &c., at Baker Circle, per Resolution No. 272, of 28th June, 1878, (balance)...	281 94	234 40	47 54	.....
Shelling Loney's lane, per Resolution No. 41, of 12th March, 1879.....	200 00	200 00	.....	....
Bloom street sewer, per Resolution No. 130, of 30th April, 1879.....	3,800 00	3,600 00	200 00	.....
Harford run sewer, (extension), per Ordinance No. 37, of 30th April, 1879....	18,072 05	1,875 63	16,196 42	... .
North avenue sewers over Harford run, per General Appropriation.	8,360 00	8,299 37	63	....
North avenue sewers connecting with Greenmount Cemetery, per General Appropriation.....	2,680 00	2,675 20	4 80	... .
Enlarging Chatsworth run sewer, per Resolution No. 89, of 8th April, 1879. ..... $5,500 00				
Paid Register... ..... 150 00				
	5,650 00	5,497 39	152 61	.....
Regrading Chase street, per Ordinance No. 78, of 18th June, 1879.....	1,700 00	13 60	1,686 40	.....

TABLE A.—Concluded.

ACCOUNTS.	Appropriations.	Amounts paid.	Amounts undrawn.	Amounts overdrawn.
Retaining wall at Carey street sewer, per Resolution No. 226, of 30th September, 1879	* $1,979 82	$1,816 72	$163 10	.....
Regrading Carlton street, per Resolution No. 239, of 17th October, 1879	342 00	336 06	5 94	.....
Shelling Ferry Bar road, per Resolution No. 121, of 17th April, 1879	150 00	110 25	39 75	.....
	$466,639 57	$443,118 59	$23,520 98	.....

* This appropriation was taken, as per Resolution No. 226, of the 30th September, 1879, from the unexpended balance of the appropriation for Bloom street sewer, and is charged in that account as a payment made.

TABLE B.

Showing the Amounts required for the City Commissioner's Department for the year ending 31st December, 1880.

ACCOUNTS.		AMOUNTS.
Repairs of paved streets		$65,000 00
" " bridges		4,500 00
" " sewers and inlets		15,000 00
" " unpaved streets		2,000 00
Flag and stepping-stones		10,000 00
Paving in front of city property		800 00
Repaving streets		2,000 00
Paving and repaving "cross streets"		15,000 00
Incidentals		25 00
Salaries		9,000 00
Harford run sewer, balance 1879	$16,196 42	
" " " for 1880	8,000 00	
		24,196 42
Inlets in North avenue, near Chester street and Greenmount avenue		350 00
Bloom street sewer		200 00
Retaining wall at Carey street sewer		150 00
Regrading Chase street		1,700 00
		$149,921 42

TABLE C.

Statement of Streets, Lanes and Alleys paved for the year ending 31st December, 1879.

NAMES OF STREETS, &c.	No. of Sq. Feet.	Price per Square Foot.	Names of Contractors.
15 foot alley between Presstman and Laurens streets	7,837	4¼ cents.	Thomas J. Osborne.
Washington street, between Biddle and John streets	15,890	4¾ "	Adam Schneider & Son.
North street, between North avenue and Townsend street	14,209	4¾ "	Louis Hax & Brother.
Oliver street, between North avenue and McMechen street	9,630	4½ "	Thomas J. Osborne.
Sterrett street, between S. Paca and Columbia streets	26,284	5¼ "	James P. McGovern.
Hoffman street, from Clark avenue to Foster alley	2,390	5¼ "	John Haugh.
Mount street, between Ramsay and Cole streets	11,986	5 "	James P. McGovern.
Hoffman street, from Collington ave. to Mine Bank lane	53,279	5 "	Thomas J. Osborne.
Central avenue, between Eastern and Canton avenues	23,463	5 "	Wm. Anderson & Son.

Mount street, between Harlem avenue and Lanvale street	15,584	4½ "	Adam Schneider & Son.
North avenue, from Greenmount to Belair avenue	161,960	5¼ "	William Smith.
Robert street, between Eutaw Place and Linden avenue	11,875	Private contract.	P. M. Holbrook.
Washington street, from Biddle to Chase street	13,440	"	Adam Schneider & Son.
Carey street, from Mosher street to Cemetery lane	11,875	"	Boston Fear.
Washington street, from Gay to Hoffman street	10,500	"	Louis Hax & Brother.
O'Donnell street, from Boston to Bennett street	10,423	3¾ cents.	John P. V. Hax.
Wilkens avenue, from Gilmor to Monroe street	27,500	4½ "	William P. Smith.
Total	428,125		

TABLE D.

Showing the Amount of Superficial Feet of Paving done to 31st December, 1879.

Amount of superficial feet of paving completed to 31st December, 1878	35,555,046
Amount of superficial feet of paving completed from 1st January to 31st December, 1879	428,125
Total amount of superficial feet	35,983,171

TABLE E.

Statement showing the Revenue received in the Department of the City Commissioner from the 1st January to the 31st December, 1879.

On What Account Received.	Amounts.
Vaults and areas	$1,713 95
Iron plates	75 13
Repairs of sewers	427 60
Improvement of Jones' Falls	100 00
Repairs of paved streets	395 73
Enlarging Chatsworth run sewer	150 00
Establishment of grades and boundaries	24 00
	$2,886 41

ANNUAL REPORT

OF THE

BOARD OF VISITORS

TO THE

BALTIMORE CITY JAIL,

TO THE

Mayor and City Council of Baltimore,

FOR THE

Fiscal Year ending December 31, 1879.

OFFICERS OF BALTIMORE CITY JAIL FOR 1879.

Board of Visitors:

JOHN M. CARTER, *President.*

D. R. COLLIER,
J. HENRY SNYDER,
ADOLPH NACHMAN,
HARRY E. REINHARD.

Warden:

JAMES H. IRVIN.

Physician:

JACOB W. HOUCK, M. D.

Clerk:

WM. H. H. TURNER.

Deputy Wardens:

CHARLES CARROLL,
CHARLES HERGESHEIMER,
WM. HOWARD,
WM. H. CROSS,
J. J. PETERS,
T. J. MURRAY,
E. C. BOWERS,
L. MAYBERRY,
JOHN REILLY,
A. J. NORRIS.

Engineer:

WM. H. MILLER.

Matron:

MRS. CARRIE DOLL.

Baker:

CHAS. W. MUHLY.

Gardener:

STEPHEN O'LEARY.

REPORT.

BALTIMORE, January 1st, 1880.

To the Honorable the Mayor
and City Council of Baltimore:

The Board of Visitors herewith submit their report of the operations of the Baltimore City Jail for the year 1879.

The receipts and disbursements; monthly and daily average of prisoners; number of persons committed; upon what charges and how discharged, are shown, as usual, by the annexed tables A, B, C and D.

The receipts have been considerably increased during the year by the unusual number of United States prisoners, for whom board is paid by the Department of Justice, at the rate of fifty cents per day. Owing to a deficiency in the appropriations of the department for the last fiscal year, an arrearage of $1088 on that account is still due, which will be realized early in the coming year.

A new item of receipts occurs, for the first time, in the price paid by contractors for the labor of prisoners employed.

The employment of prisoners in the carpet shop, outside of the jail building, necessitated the appointment of an additional Deputy Warden; but we were enabled to dispense with the Assistant Engineer, by devolving his duties upon one of the Night Watchmen.

MODE OF KEEPING ACCOUNTS.

By reference to the last annual report of our predecessors, (page 6,) it will be seen that the bills for December, 1878, were not included by the Comptroller in that year's account upon his books, but were carried over into the new year as a charge against the appropriation for 1879.

This was owing to a custom which has long prevailed in the institution—of charging the bills of any given month as of the last day of that month, whereas such bills are always audited, and warrants for their payment actually issued at the Board meeting, on the first Tuesday of the following month.

By this plan, the books of the institution have been one month in advance of the jail account on the Comptroller's books, causing variations likely to lead to embarrassment.

The fact that the bills of December, 1878, were considerably larger than the average, compelled the present Board to ask for a larger appropriation for the

year 1879, than would otherwise have been necessary, especially as $2217.17 of the $7074.40 brought forward, had been expended for repairs and the building of the new laundry, which, unlike supplies on hand, could not be availed of in reduction of the expenses for the new year.

To correct this variation, we have brought forward the bills of December, 1878, into the year 1879, on our own books; and hereafter, by charging and dating the warrants for the payment of bills as of the date of their actual issue, the books of the institution will be kept in accord with those of the Comptroller.

PRISON LABOR.

The contract system introduced by our predecessors has been very successful, except in point of remuneration. The contract with Messrs. G. S. Griffith & Co. went into operation on the first of March last, and has gradually involved the employment of nearly all the sentenced prisoners in the work of weaving carpets.

The rate of compensation—ten cents per diem for each man employed after the first thirty days (during which the labor of each new prisoner has been had without pay)—has yielded a very small revenue.

Very few of the criminal class have any knowledge of or disposition for work. Accustomed to a life of idleness, they require to be instructed with more than usual care, and even then accomplish but small results until after long training.

In the penitentiary, where *all* the prisoners are employed, and their terms of service vary from one year

to a lifetime, their labor has been made remunerative. With us the labor is confined to the sentenced class, constituting less than thirty per cent. of the inmates, and their terms of service average only about three months.

Our compensation must be looked for in teaching the sentenced prisoners habits of industry and a knowledge of a trade, by which they may acquire a livelihood when released, inducing them, if possible, to relinquish their vicious habits, and become useful citizens. We are encouraged to hope for such results from the fact that the prisoners sentenced to jail are of the milder type of the criminal class, and supposed to be more responsive to reformatory influences.

By an amendment to the contract made with G. S. Griffith & Co. by our predecessors, the firm have agreed to waive the allowance of thirty days labor of each new prisoner without pay, and to pay ten cents per day for each and every prisoner employed from and after the first of March next, during the continuance of the contract.

During the warm season of last year, the Board undertook to utilize the labor of the "bummers" in the work of stripping willows in the jail yard—there being no other shops at command than those used by the contractors for weaving carpets. The experiment was novel, and in a measure only, successful.

The number of this class of prisoners has been very much reduced since the establishment of the House of Correction, which has relieved the jail of vagrants and tramps, and accounts for the reduction in the average

of prisoners, as shown by table C. Still, the drunk cases continue. Many of them are chronic slaves of intemperance, but others are men of industry, and only yield to dissipation at intervals. These, however, are promptly released by the Judge of the Criminal Court, under the power given him by the Code to review their cases. But their places are immediately supplied by others, and the bummers' department continues to be a feature of the institution, and will always be such.

EXPENSE OF MAINTAINING THE JAIL.

If from the total amount expended during the year—forty-four thousand five hundred and forty-two dollars and twelve cents—be deducted the receipts paid into the City Treasury, three thousand six hundred and eighty dollars and fifty-three cents, and the sum of one thousand and eighty-eight dollars, still due by the United States Government, together with two thousand two hundred and twelve dollars and seventeen cents, paid for repairs and improvements made in 1878, it will be seen that the actual cost of the jail to the city for the year 1879, was only thirty-seven thousand five hundred and sixty-one dollars and forty-two cents, which, it is believed, is the smallest annual expense incurred in the maintenance of the institution for many years.

It must be remembered, however, that receipts from all sources are required to be paid into the Treasury of the city, and remain there, so that they are in no wise available to the Board. The appropriation, must, therefore, be adequate to the gross cost of maintaining the institution. For this purpose, in our judgment, in

view of the increased cost of supplies of all kinds, forty-two thousand five hundred dollars is the smallest amount practicable for the proper management of the jail for the ensuing year.

Respectfully submitted.

JNO. M. CARTER,
H. E. REINHARD,
D. R. COLLIER,
J. H. SNYDER,
ADOLPH NACHMAN.

TABLES.

TABLE A.

DR. *Being a Summary of Receipts and Expenditures for the year ending December 31, 1879.* CR.

1879.			1878.		
Dec. 31—To officers' salaries, Physician, Gardner and Baker		$15,825 32	Dec. 31—By Balance		$89 91
" Subsistence of prisoners		13,688 17	1879.		
" Subsistence of Warden's family and Hospital		2,547 36	Dec. 31—By United States docket		2,129 50
" Fuel		2,035 21	" City docket		394 35
" Expense account, including blankets, dry goods, shoes and clothing for sentenced prisoners		3,760 39	" Accommodation docket		57 30
" Gas		1,284 97	" Sale of old materials		77 81
			" Labor account, Beebe & Co.		358 87
			" Labor account, Griffith & Co		644 70
			" Amount refunded by Jno. McCart, for gas brackets returned		18 00

" Advertising and printing reports.....	26	15		
" Repairs, including new laundry, blacksmith shop, carpenter shop and store room.....	5,374	55		
" Amount paid Comptroller, including $89.91 balance on hand at the beginning of the year....	3,770	44		
	$48,312	56		
" Mayor and City Council, this much expended of appropriation of $45,000 for the year.....			$44,542	12
			$48,312	56

Respectfully submitted,

JAMES H. IRVIN, *Warden.*

TABLE B.

Showing the Monthly or Daily Average of Prisoners from January 1 to December 31, 1879.

1879.	
January	380
February	355
March	326
April	314
May	334
June	312
July	314
August	332
September	340
October	323
November	328
December	336
	3994

Daily average for 1879	332	10–12
Daily average for 1878	392	8–12
Daily average for 1877	424	6–12
Daily average for 1876	457	3–12

TABLE C.

Showing number of Prisoners Committed for various Causes during the year ending Dec. 31, 1879.

CHARGES.	WHITE.			COLORED.			
	Men.	Women.	Total White.	Men.	Women.	Total Color'd	Grand Total.
Peace and Drunkenness	3767	532	4299	950	385	1335	5,634
Larceny	454	52	506	344	103	447	953
Assault and Battery	619	49	668	358	81	439	1,107
Vagrancy	119	24	143	39	28	67	210
Assault with intent to kill	73	4	77	36	4	40	117
Obtaining goods under false pretences	47	6	53	10	3	13	66
Burglary	20	....	20	19	.....	19	39
Witnesses for State and United States	44	12	56	40	17	57	113
Common thief and vagabond	20	.....	20	11	.....	11	31
Contempt of Courts and Magistrates	5	.....	5	4	.....	4	9
Murder	4	.....	4	4	1	5	9
Violating Internal Revenue Laws	13	.....	13	2	.....	2	15
Rape and attempt	6	.....	6	3	.....	3	9
Destroying property	5	2	7	4	2	6	13
Perjury	3	1	4	3	1	4	8

TABLE C—Concluded.

CHARGES.	WHITE.		Total White.	COLORED.		Total Color'd	Grand Total.
	Men.	Women.		Men.	Women.		
Keeping bawdy and disorderly houses	6	9	15	3	20	23	38
Forgery	4		4				4
Felony	7		7	8		8	15
Smuggling	8		8				8
Embezzling	15		15	3		3	18
Bastardy	6		6	3		3	9
Peddling without license	8		8	1		1	9
Bigamy	4		4	5	2	7	11
Cruelty to animals	6		6	2		2	8
Absconding seamen	30		30	19		19	49
Arson	4		4	1		1	5
Receiving stolen goods	4		4	2		2	6
Cruel treatment to seamen	10		10	5		5	15
Gambling houses, &c	4		4	2		2	6
Selling liquor on Sunday, to minors, &c	23	2	25	2		2	27
Mutiny on ship board	6		6	2		2	8
Swindling	5		5	2		2	7

Policy writing, &c	6	.....	6	10	2	12	18
Picking pockets	12	.....	12	15	.....	15	27
Manslaughter	2	.....	2	2	.....	2	4
Passing counterfeit money, &c	13	1	14	7	1	8	22
Illegal voting, &c	23	.....	23	11	.....	11	34
Indecent assault, exposure of person, &c	10	.....	10	9	.....	9	19
Rioting, &c	16	.....	16	11	.....	11	27
Defrauding	6	.....	6	2	.....	2	8
Conspiracy	7	2	9	2	.....	2	11
Common scold	.....	4	4	.....	2	2	6
Enticing to prostitution	.....	2	2	.....	.....	.....	2
Attempting to produce abortion	2	.....	2	.....	.....	.....	2
Sodomy	2	.....	2	.....	.....	.....	2
Escaped convicts	2	.....	2	1	.....	1	3
Mayhem	.....	.....	.....	2	.....	2	2
For House of Correction	162	128	290	30	38	68	358
Colored boys for House of Reformation & Instruction	.....	.....	.....	58	.....	58	58
							9,179

TABLE D.

Showing the number of Persons Committed and how Discharged for the year ending December 31, 1879.

Total number of prisoners committed			9,179
Sent to the Maryland Penitentiary	White men	36	
	White women	3	
		—39	
	Colored men	32	
	Colored women	5	
		—37	
Sent to Bayview Asylum	White men	4	
	White women	1	
		— 5	
	Colored men	2	
	Colored women	2	
		— 4	
Pardoned by Governor of Maryland	White men	6	
	White women	1	
		— 7	
Pardoned by President of the United States	White men		1
Sent to St. Mary's Industrial School for Boys			10
Sent to House of Refuge	White boys		3
Sent to Spring Grove Asylum	White men	3	
	Colored men	1	
		— 4	

TABLE D—Concluded.

Sent to Maryland House of Correction	White men	162	
	White women	128	
			290
	Colored men	30	
	Colored women	38	
			68
Sent to House of Reformation and Instruction for Colored Boys			58
Removed Cases	White men	2	
	Colored men	1	
	Colored women	1	
			4
Died in Jail	White men	2	
	White women	1	
			3
Discharged by courts, magistrates, expiration of sentence and otherwise		8,295	
Remaining in Jail, December 31, 1879		351	
			9,179

PHYSICIAN'S REPORT,

1879.

REPORT.

BALTIMORE, January 1, 1880.

To the Board of Visitors
of the Baltimore City Jail:

GENTLEMEN:

I herewith submit my report of the number and character of diseases treated in the Baltimore City Jail for the year ending December 31, 1879.

I must congratulate you on the excellent sanitary condition of the institution for the past year. No infectious or contagious diseases have visited us; and although typhoid and typho-malarial fevers have prevailed to a very great extent in certain portions of the city during the past season, not one single case has occurred in the institution.

The usual attention has been paid to cleanliness, ventilation and the free use of disinfectants—the great essentials to maintain the health and comfort of the prisoners.

There were admitted during the past year 9,179 persons, of whom 402 were treated for various diseases. There were but 3 deaths.

You will find in the tabular statements herewith appended, the character of the diseases treated, the results, &c., &c.

I have no suggestions to make that can add in any way to the sanitary condition of the institution.

Very truly yours,

J. W. Houck, M. D.

TABLES.

Report of Cases Treated in the Baltimore City Jail for the year ending December 31, 1879.

Abcess	4	Hysteria	5
Apoplexy	2	Hepatic derangement	60
Bubo	3	Hemorrhage of Lungs	1
Burn	1	Heart Disease	3
Catarrh	33	Insane	4
Constipation	60	Laryngitis	3
Colic	6	Mania Potu	30
Consumption	3	Menorrhagia	3
Convulsions	1	Miscarriage	1
Cholera Morbus	4	Neuralgia	16
Cystitis	1	Necrosis of Femur	1
Diarrhœa	9	Piles	3
Dysentery	5	Pneumonia	2
Debility	3	Rheumatism	30
Dyspepsia	6	Syphilis, primary	8
Erysipelas	3	" secondary	9
Epilepsy	2	Tonsillitis	4
Fever, Intermittent	20	Ulcers	14
Frost bite	4	Wounds, gunshot	4
Gastralgia	2	" incised	5
Glandular enlargement	3	" lacerated	2
Gastritis	4		
Gonorrhœa	15	Total	402

SUMMARY.

White Males	266
" Females	33
Colored Males	83
" Females	20
Total	402

RESULT OF TREATMENT.

Cured	360
Relieved	25
Died	3
Sent to Bayview	11
Under treatment	3
Total	402

CAUSES OF DEATH.

Apoplexy	2
Pneumonia	1
Total	3

COLOR AND SEX.

White Males	2
" Females	1
Total	3

THE

ANNUAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

McDonogh Educational Fund

AND INSTITUTE,

TO THE

Mayor and City Council of Baltimore,

AND

CATALOGUE

OF THE

McDonogh Farm School.

1880.

TRUSTEES AND OFFICERS

OF THE

McDonogh Educational Fund and Institute.

1879-80.

	Office.	Residence.
Wm. A. Stewart	44 N. Charles street	133 Lanvale street.
H. Clay Dallam	51½ St. Paul street	269 N. Eutaw street.
Sam'l H. Tagart	43 Lexington street	84 W. Madison street.
David L. Bartlett	24 Light street	57 Hollins street.
German H. Hunt	7 German st, near South	192 McCulloh street.
Charles H. Mercer	72 Exchange Place	328 E. Baltimore street.
Robert T. Baldwin	Nat. Mechanics Bank	335 Madison avenue.

PRESIDENT:

SAMUEL H. TAGART.

Vice-President:

WILLIAM A. STEWART.

Secretary and Agent:

H. CLAY DALLAM.

Finance Committee:

SAM'L H. TAGART,
DAVID L. BARTLETT,
ROBERT T. BALDWIN.

REPORT.

OFFICE OF BOARD OF TRUSTEES OF McDONOGH EDUCATIONAL FUND AND INSTITUTE,
BALTIMORE, *January* 1, 1880.

To the Honorable the Mayor
and City Council of Baltimore:

GENTLEMEN:

We herewith transmit the annual report of the Principal of the McDonogh School, which furnishes a full and exhaustive statement of its work and condition for the past year. It embraces all the subjects connected with the operations of the School, and its statements are so clear and comprehensive as to furnish all desired information to those interested in the Institute or seeking knowledge of its workings and character. It relieves the Board also from a work so much better performed by the Principal, and we commend its perusal not only to your Honorable Body, but to every citizen who feels or takes any interest in the School and its success. No argument can now be necessary to prove the usefulness or the good work accom-

plished by this School, even during the short period of its existence. You have presented to you a long array of names of young men who have passed through this Institution, successfully competing for situations in the counting-rooms of many of our long established and most respectable merchants and business houses, earning their own support by their skill and attention. They have made their success entirely dependent upon their own merits and without the aid or advantage of friends beyond those connected with the Institution. One of the former scholars has within the last year been admitted to the Naval School after a competitive examination in which only twenty-five were selected from two hundred applicants. These results have been and must continue to be accomplished by the proper and necessary care in the selection of applicants for admission. The Board, whilst exercising the utmost impartiality in the selection of the applicant, have to consider many and frequently delicate questions. It is certainly of the first importance to determine whether the applicant possesses the qualifications to enable him to finish his full course at the School. If he has to leave at the end of the first year, he gains but little, whilst the school loses the amount expended upon him and also deprives a more worthy boy of the place. Notwithstanding the diligence used, the Board have made and will make mistakes in their selections, as no human foresight can guard them against it or predict the future of a boy of ten or eleven years of age. Admittedly the field is large enough from which to select, as it embraces every household whose respectability is alone dimmed by the cloud of poverty. The

Board have heretofore dwelt largely upon this subject in their previous reports, and reiterate them now with a view of saving parents and friends of boys the trouble and annoyance of urging appointments of those who do not possess the qualifications necessary for admission into the school. The object is to confer this valuable privilege upon the applicant who combines the best preparation with the greatest merit. Any other course is manifestly unjust to the applicant, to the School and the Fund. The Faculty are now complaining of the cramped and insufficient accommodations for proper instruction, and especially to those in the more advanced classes. The Board fully appreciate these claims upon them, and realize the necessity of supplying their demands. This involves the question of the erection of the new buildings originally contemplated by the Board. Already they have taken the initiatory steps in this direction by causing drawings and plans to be prepared by skilful and competent architects. These plans have been designed upon a scale in permanency and beauty which will serve as a monument to the memory of the founder and reflect a proper appreciation of his noble gift to our city. The Board is unanimous and anxious to commence its erection. This disposition, however, has to be restrained by considerations beyond their control. Amongst the very first acts after their organization, the Trustees not only avowed their determination to preserve inviolate the capital of the Fund, but put it in such shape as to require the unanimous consent of its members to change the investment of the same. Experience has proved the wisdom of their course in

enabling them to resist all appeals which would impinge upon the Trust. They had, however, set aside so much of their annual revenue, as was not required for the operations of the School, as a "Building Fund," and which was gradually accumulating for that purpose. Just, however, as the Board was congratulating itself upon the constant growth of this fund, came the demand of Mrs. Gaines, with which you are familiar from our former reports. The absolute obligation upon the Board to discharge this claim crushed out all expectation or hope of any immediate action in regard to building. The Finance Committee, notwithstanding this heavy blow, have, however, from fortuitous circumstances been again able to save a very considerable sum, which is set out in their report. The Board herewith submit the report of the Finance Committee for the past year. It presents very little change from their previous reports as to the condition of the Fund, for the reasons heretofore stated by us in regard to the productive securities. We have received no revenues from our lands in the city of New Orleans and State of Louisiana, or the one-half of the amount we paid to Mrs. Gaines on account of the city of New Orleans. There can be no doubt as to the legal as well as the moral claim which exists against that city for this sum, and in this opinion our counsel coincides, whom we have instructed to collect this amount, but up to this time without success. The Principal of the School has furnished us with a very full and satisfactory report of the condition of the Farm, which continues to improve every year. Although it yields little or no income beyond the supplies to the school, as is well

suggested by him, it repays in the health and amusement to the boys, who are almost for the whole year confined within its boundaries. The Board have every cause for congratulation in the continued progress of the School and the very gratifying results obtained by the Faculty. Col. Allan and his assistants have by their system of teaching and management of the School inspired a confidence which adds continually to the numbers who are seeking its advantages and benefits.

S. H. TAGART,
President.

Test: H. Clay Dallam,
Secretary and Agent to the Board.

REPORT OF THE FINANCE COMMITTEE.

BALTIMORE, January 1st, 1880.

To the Trustees of the McDonogh Educational Fund and Institute:

GENTLEMEN:

The following is a statement of Receipts and Disbursements from January 1st to December 31st, 1879:

RECEIPTS.

Cash on hand, as shown by last annual report	$ 300 00
For interest on City Stocks and Real Estate Mortgage	39,544 68
Proceeds of sale, 26,040 acres Land Scrip, to C. P. Blackmar, May 10th, 1879, and interest on deferred payments	28,127 16
	$67,971 84

DISBURSEMENTS.

For Temporary Loans	$35,253 87	
" Taxes, &c., on Real Estate in New Orleans	347 35	
" Sundry Expenses of the Trust	2,544 30	
Amount carried forward	$38,145 52	

Amount brought forward ...		$38,145 52	
For Construction—Barrack, Stable, &c.....		880 11	
" Sundry Repairs and Improvements.....		925 79	
" Real Estate Mortgage, being interest on same, due November 1st, 1879.....		2,240 00	
" Balance due on sale of Land Scrip, viz: for 5,360 acres..		4,556 00	
" Additions to Garden and Orchard.....	$497 76		
" Library and School Apparatus.....	517 19		
" House Furniture.....	90 21		
" Farming Implements	431 65		
" Live Stock	700 00		
		2,236 81	
" Expenses of Tuition	$3,762 83		
" Expenses House and Lodging.....	2,438 42		
" Expenses Subsist'ce	7,936 86		
" Expenses Clothing.	2,457 05		
" Medical Attendance	236 60		
" Stationery and Postage.....	128 93		
" Miscellaneous Expenses.....	254 55		
		17,215 24	
Balance of cash on hand.....		1,772 37	
			$67,971 84

The investments are as follows:

Six Per Cent. Stock of the City of Baltimore.	
Defence Loan.	
Interest payable semi-annually, March 1st and September 1st	$210,000 00
Exempt Loan.	
Interest payable semi-annually, March 1st and September 1st	70,000 00
Funding Loan.	
Interest payable quarterly, January 1st, April 1st, July 1st, October 1st	85,000 00
Five Per Cent. Stock of the City of Baltimore.	
Interest payable semi-annually, May 1st and November 1st	310,000 00
Mortgage on Real Estate, due May 1, 1879.	
Interest payable semi-annually, May 1st and November 1st	39,573 33
C. P. Blackmar, for Land Scrip	4,556 00
Productive investments	$719,129 33
To which add:	
Real Estate—Foxleigh farm and improvements	127,500 00
Payments on account of Real Estate in New Orleans	1,467 19
Amount carried forward	$848,096 52

Amount brought forward		$848,096 52
Personal, viz:		
Live stock on farm	$6,100 00	
Household furniture and material	3,500 00	
Library, school furniture and instruments	1,000 00	
Farming implements	1,500 00	
		12,100 00
Amount cash on hand		1,772 37
Present value of the Trust		$861,968 89

In addition to the Real Estate, Stocks, &c., already enumerated, the Trust owns the following properties, viz:

1st. A tract of about ..... 3,000 Acres of heavily timbered land, lying about 96 miles north of New Orleans, on the west bank of the Mississippi, and about two miles from the river. It is situated in the Parish of Iberville, about three or four miles from Bayou Goula, which is the seat of the Parish. There are no improvements of any considerable value on the tract. Before the war this property was esteemed very valuable, and the Board of Trustees which preceded the present Board, made a contract for the sale of 1300 acres of the tract, at $73,000. This was the year before the war began, and during the war the purchaser made default,

and Baltimore had to take the property back

2d. A tract of.....10,000 Acres
about fifty-five miles north of New Orleans, on the eastern bank of the Mississippi, situated in the Parish of St. James.

In 1859 the joint Commissioners, who made the partition between New Orleans and Baltimore, appraised this property at $75,000, and it was charged to Baltimore at that appraisement.

In the report of the former agents, (A. D. 1860) they, however, spoke of this tract as "low swamp land, probably of no great value."

At present it is believed to be wholly unsaleable, if not valueless.

3d. A one-half undivided interest with New Orleans to 177 Arpents of land, lying in the rear of the City of New Orleans, known as the "Livaudais Tract." The partition of this tract has never been made so as to definitely ascertain the respective rights of the parties in and to the same, and the suit is still pending in regard to it. It is alleged New Orleans holds possession of a portion of this which rightfully belongs to Baltimore. 88½ Arpents

4th. A small tract in the rear of Versailles, Parish of St. Bernard and Orleans, 1 Tract

bought in by Baltimore under a judgment in its favor, at $280.00.

5th. A tract of..... 640 Acres
in the Parish of Livingston, La. It was the property of Mr. St. Martin, a debtor to Baltimore, and was sold under execution, and bought in by Baltimore for $640.00.

6th. 185 squares of ground in the rear of Versailles, Parish of St. Bernard, sold in 1859 to W. Dunbar, for $2,000, but not paid for.

7th. Twenty-four certain lots of ground, 24 Lots
situate in the city of New Orleans, in square known as Number 370, bounded by Toulouse, White, St. Peter and Duprez streets; said property having been bought in by Baltimore at a tax sale, 5th October, A. D. 1875, for $138.85, it having been sold for payment of taxes due by J. O. Theard, a debtor to Baltimore. Property assessed at $2,000.

8th. The "Fassman" lots, situate in square Number 753, New Orleans, bounded by Scott, Pierre, Bank of Palmyra. Assessed at $1,200.

The books of account, containing the various items embraced in the foregoing statements, were duly balanced on 31st ultimo; and the Committee now present for your examination, a Balance Sheet of the Trust Ledger, showing the investments of the Trust Funds on January 1st, 1880.

Dr.	Balance Sheet.	*Cr.*	
City Stocks.....	$675,000 00	Building Fund.....	$ 57,764 40
Real Estate—Mortgage.	59,573 33	McDonogh Trust Fund	804,204 49
Real Estate—Foxleigh Farm.....	127,500 00		
Real Estate—New Orleans.....	1,467 19		
C. P. Blackmar.....	4 556 00		
Live Stock on Farm...	6,100 00		
Household Furniture...	3,500 00		
Library, &c.....	1,600 00		
Farming Implements...	1,500 00		
Cash.....	1 772 37		
	$861 968 89		$861,968 89

Respectfully submitted,

S. H. TAGART,
D. L. BARTLETT,
ROBERT T. BALDWIN,
Finance Committee.

State of Maryland, *City of Baltimore, Set:*

I hereby certify that on this 1st day of January, A. D. 1880, personally appeared before me, a Justice of the Peace in and for the city and State aforesaid, Samuel H. Tagart, President of the Board of Trustees of the McDonogh Educational Fund and Institute; H. Clay Dallam, the Agent and Secretary thereof, and Robert T. Baldwin, one of the Trustees thereof, and did each make oath, in due form of law, that the matters stated in the foregoing Reports are true, to the best of their knowledge and belief.

Sworn before

GEO. McCAFFRAY,
Justice of the Peace.

THE

REPORT OF THE PRINCIPAL,

AND THE

CATALOGUE

OF THE

McDONOGH SCHOOL,

1878-'79.

Officers of the School.

Principal:

WILLIAM ALLAN, M. A.

Instructors:

D. C. LYLE, M. A.
S. T. MORELAND, M. A., C. E.
D. C. HUMPHREYS, C. E.
W. I. JONES, (*Music.*)

Matron:

Mrs. JOSEPHA YOUNG.

POST-OFFICE,
Owings' Mills, Md.

Historical Sketch.

The McDonogh School owes its existence to the munificence of John McDonogh, of New Orleans.

John McDonogh was born in Baltimore, December 29, 1779. His parents were poor, but seemed to have given him the best education within their reach, and were especially careful of his moral and religious training. He always spoke of them with the utmost gratitude and affection.

He was trained to mercantile pursuits, and while quite a young man removed, about 1803, to New Orleans. Here, during a long and successful business career, he steadily amassed wealth. Though at first indulging in social intercourse and living in a manner commensurate with his means, he gradually withdrew from society, and became more and more economical in his habits, until at last his whole nature became absorbed in the care and increase of his property. Exacting in his business relations, haughty and reserved with his fellow-men, during the latter part of his life he lived in the plainest manner, surrounded only by the faithful slaves, for whose welfare he showed the

greatest solicitude, and for whose comfort he provided liberally. All his energies were bent to the enlargement of his estate.

He died October 27, 1850. On the next day his will, made twelve years before, the provisions of which had been kept strictly secret, was admitted to probate. It then appeared that virtually his entire estate, amounting to $1,400,000, was devoted to charitable purposes. After freeing his slaves and providing means for their removal to Liberia and establishment there, the mass of his property was left to the cities of New Orleans and Baltimore, to be applied to the education of poor boys. For the greater part of his life he seems to have had this end in view. His mind had dwelt on it so long and persistently that all other objects seemed insignificant. He came to look upon himself as a steward of Divine Providence, whose duty it was to gather together all the wealth he could, to be devoted to the moral and intellectual education of the poor. As his imagination dwelt upon this noble object, it grew and expanded before him until it far transcended all other worldly aims. It seemed to justify the most unceasing toil, the most constant self-denial. It hallowed to him care, labor, privation, solitude. The endearments of kindred and of friendship, the sympathy of his fellows, became matters of no moment. All was made to bend to the one object of laying the foundations of a charity which was to bless large numbers of his countrymen for many generations to come. In his enthusiasm he greatly exaggerated his wealth and what it could accomplish, and still more his power to direct and control its increase after death. He directed that all his prop-

erty and its increase for a time should be invested in real estate, and looked forward to the period when the income from it would be millions, and the beneficiaries would be numbered by tens of thousands.

Many of the provisions of the will it was impossible to carry out; others operated in a way very different from that designed, and entailed heavy charges on the estate. Much tedious and expensive litigation grew out of the condition of the property, and out of the various successive attempts made to set aside the will, or to establish the validity of codicils to it. The last important suit of the latter kind (that of Moses Fox, involving over $300,000) was not finally decided until 1872.

Meanwhile, the cities of New Orleans and Baltimore accepted the bequest made to them and made preparation for the administration of the property and the execution of the designs of the donor. It was found necessary and expedient to divide the estate, and the city of Baltimore proceeded to sell the portion falling to her, in order that the funds might be invested in some more manageable and profitable shape than in that of real estate, so scattered, and located at such a distance from home. While the estate was in process of liquidation, the war put a stop to all progress and materially lessened the value of the real property yet unsold. After the war the agents of Baltimore city continued their labors. In 1868 the present Board was constituted. The fund then amounted to $500,000. It increased in their hands, and when, in 1872, the suit of Moses Fox was decided in favor of the city, they held

a fund amounting to $650,000, invested in Maryland and Baltimore City Stocks, besides a considerable amount of real estate in Louisiana, then—and yet—unsold.

The McDonogh School was established in pursuance of one of the provisions of Mr. McDonogh's will, directing the establishment of a Farm School near the city of Baltimore, for the benefit of the poor boys, first of Baltimore, then of the towns and villages of the State of Maryland, and then of the great maritime cities of the United States. Mr. McDonogh contemplated an endowment of $3,000,000 for the organization of this Institution, (to be largely increased with the advancing values of the real estate investments.) So far the fund realized and its accumulations, including the property bought for the use of the School, amounts to about $800,000. The object aimed at by Mr. McDonogh was very comprehensive. It was nothing less than the "rescuing from ignorance and idleness, and of a consequence, from vice and ignominy, millions upon millions of the destitute youths of the large cities of the United States, and the bringing them up in knowledge and virtue to industry and labor."

The Trustees, in 1872, finding themselves for the first time free from serious litigation and in possession of some $650,000, purchased the present site for the location of the School. The farm contains 835 acres, well watered and wooded, lying on the Western Maryland Railroad, twelve miles from Baltimore. It is in a perfectly healthy region, removed from the corrupting temptations of towns or large villages, and yet sufficiently convenient to the city.

The great advance that has taken place in regard to educational facilities since the death of Mr. McDonogh, as well as the diminished amount of the fund, presented matters of grave consideration to the Trustees in determining how best to carry out the intentions of this noble philanthropist.

Their views as to the field left for the School to occupy and the work it should attempt to do, are indicated in a report adopted in May, 1872, from which the following extracts are taken :

"The city ordinance from which this Board derives its powers, imposes the duty of 'establishing a School Farm, as directed under the will of John McDonogh.' These directions state clearly the general objects in view, and the general character of the instrumentality to be employed, and must be regarded as controlling our action. In referring however to details, the directions are suggestive rather than mandatory. It is a fortunate circumstance that this latitude exists ; and that in now seeking to carry out this great educational charity in the most practical and feasible mode, a discretion can be exercised that shall have regard to changes which have taken place in this community during the twenty-two years elapsed since the death of John McDonogh.

"During that period, a system of Public Free Schools in the city of Baltmore has been matured and brought to a state of great perfection, so that at the present day little remains unaccomplished in that respect.

"The House of Refuge, founded seventeen years ago, as an institution of a reformatory character, is now

caring for about three hundred and eighty (380) boys of the class known as juvenile delinquents. It is able to meet all the requirements of this community as far as regards that particular class of boys.

"The Manual Labor School receives indigent orphan and half orphan boys, assuming legal charge during minority under articles of apprenticeship agreed to by parent or guardian. Its resources are stated as sufficient to maintain 25 per cent. more boys than have ever been its inmates. This is the case, in spite of the fact that constant efforts are made to increase the number; agents being employed to visit poor families for the purpose of influencing them to commit their children to the care of the school. We are constrained, consequently, to regard this ground as pre-occupied. The Manual Labor School appears fully to fill its own special sphere of usefulness.

"The Saint Mary's Industrial School, the Boys' Home, the Children's Aid Society, and several Orphan Asylums, have been founded within the past few years, and are devoting themselves, on an ever expanding scale, to the care of poor boys, or of boys without proper guardianship and homes.

"In seeking a field of usefulness for the McDonogh Institute commensurate with our resources, it is right to bear in mind the above changes, effected since Mr. McDonogh's time, in the condition of the class he desired to benefit."

The Board then adopted the suggestions that the pupils of the School should be "*poor boys of good character, of respectable associations in life, residents of the City of*

Baltimore," and that "they be admitted between the ages of ten and fourteen years." They were to be retained until sixteen years old. This regulation was subsequently modified by the creation of the Prize Scholarships described in the Catalogue. The Catalogue sets forth the course of instruction that has been pursued.

It was decided not to put up buildings at once, but to repair the large dwelling on the farm so as to adapt it to the accommodation of a small number of boys and to begin the work of the School without delay, leaving to experience to indicate the arrangement and character of the buildings needed, as well as the other requisites for putting the Institution upon its permanent footing.

The Principal and other officers having been appointed, the School was opened November 21, 1873, by the admission of 21 pupils. This number was gradually increased, as the accommodations were made ready, to 50, by February 1st, 1874. Want of room has prevented any further increase of numbers since that date. Applications have steadily increased from the beginning, and there are at present a large number on the list. As soon as the buildings and apparatus can be provided, the School will be filled to its capacity.

REPORT OF PRINCIPAL.

McDonogh School, *January* 1, 1880.

To the Trustees of the McDonogh
Educational Fund and Institute:

Gentlemen:

In submitting a report of operations for the past year, and the catalogue of the McDonogh School for the session of 1878–9, it may be well to restate briefly the ends aimed at in the organization and conduct of the institution, and the methods by which we have sought to attain them.

When, six years ago, the Trustees found themselves for the first time in undisputed possession of the fund bequeathed by Mr. McDonogh for the endowment of this School, the all-important question as to the plan and scope of its operations presented itself. After carefully looking over the field, it seemed to them that the city was sufficiently well supplied with orphan asylums and reformatory institutions, and that an excellent system of public schools was accomplishing all that was to be expected in that particular direction.

What then remained to be done? Was something commensurate with the means in hand, and of unquestioned value, to be found? It appeared to the Trustees that an opening existed for an Academy or Secondary School of a thorough and complete character, which should offer to the most promising of the poor boys of the city a school training such as they could not otherwise obtain, and which would lay the foundation from which a boy of enterprize and character might not unreasonably aim at any sphere of life-work. Such an institution would take boys just when they were about to be forced away from the public schools by the necessity of earning their bread, and afford them the advantage of three or four years of school training, at the most important period of youth. It could, by means of a full staff of teachers, and an ample supply of books and of illustrative apparatus, and by having entire control of the boy's time, hope to attain the best possible results. The course of instruction, too, could be constantly modified as experience might suggest, until it should be found to have the shape best adapted to fit the graduates of such a school for the work before them. In supplying the agricultural and mechanical instruction indicated by Mr. McDonogh, the school might gradually be developed in a technical direction and thus afford valuable additional advantages to many of its pupils.

Once thoroughly equipped, and in successful operation, a wider sphere of usefulness would lie before such a school. Additions to its funds, in the way of the endowment of scholarships by liberal men of wealth, from time to time, might reasonably be ex-

pected, and thus the number of its beneficiaries be increased. Nor would its pupils necessarily be confined to those on the foundation. Having admitted all the foundationers that the fund would support, there would be many reasons in favor of following in the footsteps of the great English endowed schools, and admitting pay scholars as well. By such a course the advantages of the School would be open to a larger number, its influence and usefulness would be more widely extended, its resources increased, and the effect of throwing together the two classes of scholars, foundationers and pay scholars, would be beneficial to both.

The Trustees saw that endowed colleges and universities were numerous, and rapidly increasing throughout our country. On the other hand but few endowed secondary schools existed, and none of the few in our midst. The field seemed clear, and the work one every way worthy of being done.

In setting about this work two methods were open to the Trustees. The one was, after the selection of a site, and the gaining of such information as could be derived from looking into the organization of other schools, to apply the large surplus fund in hand at once to the buildings and the full equipment and organization of the institution. This method would have rendered us entirely dependent upon the experience of others for our plans of building, our course of instruction, our whole discipline and organization. Changes, to adapt the School to our special circumstances, would have been hard to make. Mistakes would have been difficult of correction. It was possible, on the other

hand, to begin in a small way, and to test, by our own experience, many matters of great importance, and to expand operations after some years of experiment.

There were many subjects for grave consideration at the outset. The age, character and attainments requisite for admission; the length of the term of residence; the mode of selection of the scholars so as to secure the best results from Mr. McDonogh's benefaction, and especially the course of instruction and the discipline best adapted to fit these scholars for their future lives—these, and such like matters, could not be absolutely determined in advance.

This second method was therefore adopted. The funds applicable to building were added to the capital, thus increasing very considerably the resources of the institution, while the surplus income, and some unsold property, were set apart as the sources from which a new building fund could be accumulated by the time it was needed.

The estate, purchased as a site for the School, possesses, in the highest degree, the very desirable qualities of healthfulness, attractiveness, isolation from undesirable surroundings, and convenience of access. It was much larger (over 800 acres) than was necessary for immediate wants, but the great utility of such a home was soon evident in the working of the School, and its prospective value and importance were so great as to induce the Trustees to hold on to it. Each year confirms the wisdom of this policy.

Quietly and steadily the work of organization has been going on. In the mode of appointment and the

tenure of places in the School, changes have been made from time to time. at first, boys were taken between ten and fifteen years of age, but the limits have been reduced, so that boys over fourteen are no longer eligible. A still further reduction is under consideration. The term of residence was originally made to end in all cases with the termination of the sixteenth year. A system of prize scholarships was early established, which conferred upon those who had, by superior diligence and progress, won them, an additional year in the School. This change was found to work so well that a somewhat similar one has been gradually made in all appointments. Two years ago the new scholars admitted were appointed for but one year, and their reappointment was made conditional upon behavior and progress. A marked improvement was the consequence, and last year it was decided to make all appointments and reappointments annual. This restriction has had the effect of increasing the value of the appointments in the eyes of the scholars and their friends, and, as a consequence, of increasing the diligence and earnestness of the School. With the constant increase in the number of applicants, it has been possible to exercise continually greater care in the selection of scholars, and though there is yet much to learn in this matter, experience is teaching the surest means of selecting those who will best repay, by future usefulness, the care and expense bestowed on them.

The course of instruction has been adapted to our circumstances. Our scholars have entered the school with widely different preparation; some from lack of

opportunity and other causes, knowing little or nothing; others fairly proficient. In many cases much time has been necessarily spent in teaching matters with which an ordinary boy of ten years ought to be familiar, and in all cases almost the whole work of the earlier school years has been instruction in the elements of English. To this foundation we have added as thorough academical training, in certain directions, as our time would permit. In this matter, several things had to be kept in view: first, the design of Mr. McDonogh, which pointed to a school of a practical or scientific character, rather than to a classical one; next, the fact that our scholars were, as a rule, to leave us at sixteen years of age, and in most cases to enter at once on the business of life; and thirdly, the kind of work before them, which would be for the most part such employment as the city offers to intelligent youths without other capital than their own character and capacity. Hence it was deemed best to exclude the classics, and substitute German instead; to omit from the course of instruction subjects of which boys of sixteen could not obtain a fair appreciation without years of subsequent study; to pay special attention to business arithmetic, book-keeping, and those parts of algebra, geometry, geometrical drawing, physics and the like as would come into direct use. Nor could the fact be overlooked that a number of our boys would make their way into college, and thence into the learned professions, and these cases had to be considered in the arrangement of our course. Many perplexing and difficult questions have arisen in the progress of this work, and the diversity in age, acquirements, capacity

and aim of our pupils has necessitated an amount of work in teaching altogether out of proportion to the number taught. The Catalogue shows in detail the course of instruction pursued during the past year.

We have as yet done little in the way of directly technical instruction in agriculture and the mechanic arts. As for the first, our scholars coming from the city, and with every tie and association to influence them to return to it, will usually not be farmers. To a city boy without means, but intelligent and fairly educated, many fields of labor seem more attractive and more likely to lead to success than agriculture, and in the vast majority of cases he will reject the latter. Hence the instruction, in matters pertaining to the farm and garden, and the work on them, have been arranged with reference to general purposes of education and discipline, rather than with the aim of training up farmers. Technical mechanical instruction can only be given with shops, and the construction and equipment of these must be postponed until the principal buildings of the School shall be completed. It will then be very desirable to have facilities for this kind of training, for many of our boys will enter upon mechanical pursuits.

In discipline, great care has been taken to cultivate habits of obedience, order and industry, to encourage self-reliance, and to increase the sense of individual responsibility. Residence in the School is considered an honor to be retained by those only who make good use of time and opportunity. Relation of mutual confidence and respect are cultivated between teachers and

pupils, and the boys are taught to feel that a strict and steady performance of duty is the only course of conduct consistent with happiness, self-respect and high purposes in life. We have found constant employment the best corrective of the evils that beset schools. A sufficient portion of the boys' time is given to recreation; we aim to occupy all the rest in some useful way. In this matter the large estate attached to the School has been of the greatest value. Not only does it give a pleasant and healthful home, but to active and spirited boys it affords a great variety of out-door amusements and occupations. We have found special provision for gymnasium or for games unnecessary for boys who have so large a range in which to hunt, or fish, or roam at play. Nor has the location of the School been less useful in the large variety of work the farm and garden afford, which develops, in many ways, the dexterity, skill and industry of the boys. This out-door work is always kept subservient to the School work. During the School session of forty-two weeks, nothing is permitted to interfere with the regular hours for study and recitation, and only portions of the afternoons and of the Saturdays are devoted to out-door work. But the ten weeks of vacation are arranged so as to cover the most important period of the year for farm and garden work, and during this time the out-door tasks are as regular as the school tasks are during the remainder of the year. By dismissing the idea that any considerable profit is to be derived from the labor of the boys, (beyond their own training and development), and arranging the work with reference to the latter purpose alone, we have attained very satisfactory

results. Boys who show an interest in any particular kind of work are encouraged to continue at it. Thus the poultry yard has been, for several years, entirely in the charge of some of the boys; others have the bees. All who desire it have assigned to them a plot of ground which they may plant and cultivate as they please. Last spring, at their own request, two acres of ground were allotted to Masters Robert De Witt and W. Fairbank, and they raised on them the two best acres of corn grown on the farm, one acre producing fourteen barrels, while the average crop on the farm was about nine barrels. The work, after the breaking up of the ground, was all done by these boys. A former scholar, Mr. George Nuliet, has been, for several years, employed in attending to stock, and now has charge of the Short-Horn herd. Steps are being taken to establish a fish-pond, which will be put in charge of some of the boys.

Last winter, at my request, President Gilman, of the Johns Hopkins University, kindly organized a course of lectures to be delivered by members of the faculty of the University before the School. This course consisted of a lecture in January by Dr. Adams, on German student life, illustrated by views of Heidelberg and the vicinity; of one in February by President Gilman, on Rugby and Dr. Arnold; of one in March by Dr. Hastings, on what may be learned from a soap bubble, illustrated by a series of beautiful experiments; and of one in April by Professor Gildersleeve, on the domestic life of Socrates. This pleasant and instructiue course was greatly valued and enjoyed by all connected with

the School, and the trouble which these gentlemen took, entirely for our benefit, deserves and receives our high appreciation. On our last anniversary, November 21, Judge Neilson Poe was invited by the authorities of the Institute to address the boys, and our thanks are due to him for a very entertaining and instructive sketch of the life and times of John McDonogh.

During the past year, the Rev. W. S. Jones, of St. Thomas' Parish, has frequently held service on Sunday afternoons at the School. We are under many obligations to him for his kindness. A suitable room, and arrrangements for regular religious services, have been important wants, which the buildings now in contemplation will, I hope, soon enable us to supply.

In April last, Mr. D. C. Humphreys received a very desirable appointment on the United States Engineer Corps, engaged in the survey of the Missouri and Arkansas revers. He resigned his position here in order to accept it, and his place was filled by the appointment of H. Lee Sellers, A. M., Assistant Professor of Greek in Washington and Lee University. During the last session, the instruction in music continued in the charge of Mr. W. I. Jones, one of our former pupils. At the end of the scholastic year, he resigned to take a position in a mercantile house in Washington, and Mr. Sellers took charge of the music at the beginning of the present session.

The farm continues to improve. Under the rule of the Board restricting expenditures to the product of it, the improvements needed are made gradually, and in the course of a few years the farm can be fully

equipped with the buildings, stock, &c., that are necessary to its efficient working. It has been the aim of the Superintendent, Mr. Jobson, to convert it, as far as possible, into a stock farm, to supply the butter, milk and meat consumed by the establishment. The repeated and severe depredations by dogs upon the sheep have caused a concentration of attention mainly upon milch cows and cattle. Our herd is now large and constantly increasing. The Short-Horn herd, begun a year ago, has been increased, and is noted for its fine appearance and quality. At the Baltimore county fair, in September last, a large number of first prizes were awarded to the stock from the farm.

The garden, under Mr. Finley's care, has supplied our wants in a satisfactory manner, and the orchards will begin to bear during the coming summer. Yearly additions are made to the fruit trees, grapes and small fruits.

If the contemplated plans can be carried out, and the permanent buildings begun this year, at no very distant day we shall possess far more convenient and efficient means for our work, and at the same time be able, by an increase of numbers, to widen the sphere of operations.

I refer you to my last report for suggestions about the mode of appointment of the scholars.

The time during which the School has been in operation, has not been much more than sufficient for the sending out of one set of boys, none of whom have yet

reached their majority. It is too soon, therefore, to measure the work of the School by the results, as seen in the after life of its pupils, but it is encouraging to note that nearly all those who have gone out in good standing are earnestly at work, with good prospects of future usefulness and success. They are located as follows:

H. L. Gantt.....
J. Johnson..... } Students of the Johns Hopkins University.
E. S. Glascock.....Cadet Engineer at the U. S Naval Academy.
C. C. Adreon.....Student of Dentistry, Baltimore.
A. H. Bieler.....Studying Architecture with G. A. Frederick, Esq.
J. G. Traylor.....Clerk to Major Ferguson, Fish Commissioner.
J. N. Mealy .....Merchant in Braxton county, West Virginia.
H. L. Smith.....Clerk for Maynard, Councilman & Co.
W. I. Jones. .....Clerk for J. C. Ergood & Co., Washington.
J. D. Nicols .....Clerk for Hodges Brothers.
A. Edwards.....Teacher on the McDonogh Farm.
F. Smith .....
H. Underwood.
G. L. Rogers.....
C. Young..... } With Bartlett, Robbins & Co.
J. A. Finney .....With Poole & Hunt.
R. Smith ..... Clerk with William Fisher & Sons
R. F. Hook.....Clerk at the Baltimore City Water Works.
W. H. Harding....Clerk in the Consumers' Gas Company's Office.
C. E. Cochrane....Clerk in the N. C. R. R. Office, Union Depot.
J. P. Stocksdale...Clerk with Ryland & Brooks.
C. E. Burgan.....Clerk with R. T. Waters & Son.
A. B. Crane .....Clerk with Linton & Kirwan.

J. S. Medairy... } Employed in B. & O. Express Company.
C. M. Madeiry.. }
J. C. F. King.... ..Employed in Freight Office, Camden Station.
W. L. Lindsley....Employed in Telegraph Office, "
H. Willis.....Employed in Railroad Shops, Mt. Clare.
J. W. Dunn.....Clerk with W. M. Oler & Co.
F. L. Garrett.....Clerk with Richard Wells & Co.
C. Harding.....Clerk with Moses Cohen & Sons.
P. R. Hynson.....Clerk with Geo. Young & Co.
A. V. Cutino.....Clerk with Charles E. Bristor.
A. Mealy.....Clerk with D. H. Carroll, Meth Book Depository.
A. B. Haynes.....Clerk with John C. Grafflin & Co.
G. L. Bond. .....In the "American" Printing Office.
C. K. Haney .....Clerk at Office of Boston Steamers.
S. J. Person.....Clerk in North Carolina.
C. F. Dawson .....Employed in Labratory of Johns Hopkins Univ.
W. L. Straughn ...In Office of E. Calvin Williams, Esq.
Geo. Nullet.....Employed with Stock on McDonogh Farm.
J. D. Brooks..... { Employed in the Conservatories of S. M. Shoemaker, Esq.
E. H. Judson.... ..Fruit Merchant, Lexington Market.
L. Criss..... } On United States Training Ship.
G. W. Switzer... }
W. Gilmyer... .. ..Employed in a Carriage Factory.

Several have removed from Baltimore, and their present employment is unknown.

The general deportment of the School for the past year has been good, and the progress of the scholars very satisfactory. No serious accident nor case of severe sickness has occurred. For details, as to the

condition of the School, I respectfully refer you to the accompanying catalogue. The success of the year's work has been largely due to the hearty co-operation of my associates in the control of the School, and to Mrs. Young, who is at the head of the household.

With gratitude to God for his blessings in the past, we pray for a continuance of them in the future.

Respectfully submitted,

W. ALLAN,
Principal McDonogh School.

Catalogue of the McDonogh School.

ADMISSION OF SCHOLARS.

The following paragraphs, taken from the report of a committee appointed by the Board of Trustees to prepare a general plan for the organization of the School, set forth the rule of action that has guided the Board in making the appointments of scholars.

"It is suggested that pupils be admitted between the ages of ten and fourteen.

"The description of boys proposed to be taken may be defined as poor boys, of good character, of respectable associations in life, residents of the City of Baltimore.

"By 'poor' are meant those who are without adequate means for their maintenance, or who, in consequence of their indigent condition, are withdrawn from the public schools before acquiring a sufficient degree of education.

"By 'respectable associations in life,' it is intended to designate those whose parents or guardians may be expected to duly appreciate the advantages of education and of moral and physical training; to commit in good faith their children to the Institution for so long a period as the welfare of the children may require,

and from whom unreasonable and capricious interference may not be anticipated."

Appointments are made for the current scholastic year only, all of them terminating on the 1st of June next succeeding the date of entrance. Boys who improve their opportunities are eligible for reappointment at the end of that time.

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NUMBER OF SCHOLARS.

At the close of the session of 1877–'78, 48 boys were present, and 16 were appointed during the succeeding scholastic year. Of these 64 boys, 10 were honorably discharged because they had completed their term of residence, 3 were withdrawn at the request of the authorities of the School, and 1 was permitted to withdraw a few days after his appointment. There were thus 50 boys present during the year. Their names and standing are given below.

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REGISTER OF SCHOLARS.

The "Standing" is the average mark for the whole session of ten months, estimated with reference to 100 *as the maximum.*

FIRST CLASS.

GRADE.	NAME.	STANDING.
1	JOHNSON, JOHN	84.91

SECOND CLASS.

GRADE.	NAMES.	STANDING.
1	DEWITT, ROBERT E. LEE	80.22
2	GLASCOCK, EUSTACE STRAUGHN	74.89

THIRD CLASS.

GRADE.	NAMES.	STANDING.
1	†FARDWELL, HARRY RINGGOLD	83 33
2	ROGERS, GRAFTON LLOYD	82.53
3	FAIRBANK, WILLIAM PRESCOTT	78.94
4	SUMWALT, CHARLES HAMLIN	78.30
5	†NETRE, EDWARD	77.99
6	*HAYNES, AUSTIN BALDWIN	76.09
7	BRUNDIGE, EDWARD PARISH	75.97
8	*ATWOOD, ALBERT HAMMOND	74.30
9	BELTS, WILLIAM BAILIE	72.03
10	CRANE, ARTHUR BATHURST	70.65
11	LINDSLEY, WILLIAM LAWSON	70.60
12	ADAMS, WALTER SCOTT	65.59
13	RIACH, WILLIAM	64.58

*Promoted from Fourth Class during the year.
† Dropped from Second Class at the beginning of the year.

FOURTH CLASS.

GRADE.	NAMES.	STANDING.
1	*DEWITT, WILLIAM RUSSELL	87.45
2	*BURGESS, GEORGE LEWIS	81.66
3	†BREMER, HARRY COOPER	78.43
4	GRIFFITH, ALFRED	77.76
5	*MILLER, GEORGE WINCHESTER	71.43
6	BOURNE, THOMAS	69.25
7	MARRIOTT, JAMES CURLEY	69.10
8	MORRIS, JOHN EDWARD	68.90
9	RILEY, JOHN WILLIAM MATTHEW	65 61
10	VAN HOLLEN, GEORGE HENRY	63.63

*Promoted from Fifth Class during the year.
† Dropped from Third Class at the beginning of the year.

FIFTH CLASS.

GRADE.	NAMES.	STANDING.
1	*BRIESSEN, ROBERT	82.94
2	*ANSCHUTZ, FRANK HAMILTON	82.77
3	MILBURN, ROBERT FREDERICK	73.41
4	THOMPSON, DEVALANGIN FRANCIS	71.91
5	†WILKINSON, ALLEN BYRON	71.14
6	FALES, CHARLES ESHBAUGH	69 18
7	CHENOWITH, RICHARD	69.17
8	LUSBY, LOUIS EDWARD	68.95
9	HENRY, WILLIAM COLTMAN	67.82
10	SANDERSON, HARRY SCHLEY	67 30
11	WILLIAMS, GEORGE FRANKLIN	66.91
12	EVANS, WALTER MEAD	63 09
13	MCGALL, DAVID	61.82
14	TITCHNER, JAMES	57.07

* Promoted from Sixth Class during the year.

† Dropped from Fourth Class at the beginning of the year.

SIXTH CLASS.

GRADE.	NAMES.	STANDING.
1	RISTON, JAMES PRESTON	85.08
2	NORRIS, LLOYD MATSON	81.72
3	CHABOT, WILLIAM HINSON	79.30
4	KERSEY, JOHN DAVID	77.17
5	COLLIER, CHARLES ASHBY	76.42
6	BRUNDIGE, JOHN PRICE	76.27
7	WAGNER, CHARLES FLEMMING	74 18
8	DORSEY, THOMAS HENRY	72.11
9	DORMAN, JOHN	64.31
10	WILSON, JAMES KIRKLAND	56.67

PRIZES.

A Certificate of Distinction is awarded to each boy whose mark on the examination and whose final standing in his class are each 80 per cent. or more in any one of the following studies: Mathematics, Physics, Chemistry, Natural History, Botany, Physiology, History, Geography, English, German, Book-keeping; or in any two of the following: Spelling, Reading, Writing, Declamation, Drawing. One certificate is given for each study of the first group, and one for each two studies of the second group, in which the required grade is attained.

A Certificate of Special Distinction is given to each boy who obtains three or more Certificates of Distinction, and whose grade is not below 60 per cent. in any one of his studies.

Certificates of Distinction

Were awarded, in accordance with the above scheme, to a respectable proportion of boys, and conferred by the Principal at the close of the examinations in January and in May.

Certificates of Special Distinction

Were won, at the examinations in January, by the following boys, who passed satisfactorily all their examinations, and made distinguished attainments in the required number of studies:

First Class—J. Johnson.

Third Class—H. R. Fardwell, G. L. Rogers.

Fourth Class—W. R. DeWitt.

Greece and Rome; read parts of Nathan der Weise and Soll und Haben, with exercises in translating English into German; and completed Bradbury's Geometry, and Venable's Algebra as far as Quadratics. Drawing and Music throughout the year.

The Third Class completed Swinton's New English Grammar, Morse's First Book of Zoology, and selected portions of Peck's Ganot's Natural Philosophy; Swinton's Condensed United States History; 150 pages of Bryant and Stratton's Common School Book-keeping; read about 20 pages of Otto's German Reader, and four acts of Minna von Barnhelm, with 120 pages of Otto's German Grammar; and finished Venable's Algebra. Drawing and Music throughout the year.

The Fourth Class completed Swinton's New Language Lessons; 92 pages of McGuffey's Speller; read Dickens' Child's History of England; read 6 pages of Adler's German Reader, with 50 pages of Otto's German Grammar; finished fractions and compound numbers in Arithmetic, and studied 87 pages of Guyot's Intermediate Geography. Drawing and Music throughout the year.

The Fifth Class completed 142 pages of Swinton's New Language Lessons; 52 pages of McGuffey's Speller; read McGuffey's Fourth Reader and selected stories; finished fractions and compound numbers in Arithmetic, and studied 75 pages of Guyot's Intermediate Geography. Drawing and Music throughout the year.

The Sixth Class went over 133 pages of Swinton's New Language Lessons; 42 pages of McGuffey's Speller; read McGuffey's Third and Fourth Readers; studied

DEBATING SOCIETY.

At the beginning of the session of 1878–'79 the older boys organized the ALLAN DEBATING SOCIETY. Its exercises were conducted with spirit and interest during the year. As a stimulus to the members, the Principal offered a prize to be conferred upon the best debater at the end of the session. The selection of 'best debater' was left to the society. They chose

JOHN JOHNSON.

The prize, (a gold medal,) was presented on Commencement day by Master A. B. Crane, the President of the society.

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Course of Instruction.

The School was divided into six classes.

The First Class (the highest) completed Huxley's Elementary Lessons in Physiology; Eliot and Storer's Elementary Manual of Chemistry; Otto's French Grammar; read selected plays by Moliere and Racine, and part of Erckmann-Chatrian's Waterloo; read parts of Nathan der Weise and Soll und Haben, with exercises in translating English into German; reviewed Bradbury's Geometry, Venable's Algebra as far as Quadratics, Trigonometry, and the minor course in Ray's Analytical Geometry.

The Second Class completed Huxley's Elementary Lessons in Physiology; Eliot and Storer's Elementary Manual of Chemistry; Smith's Smaller Histories of

At the examinations in May, CERTIFICATES OF SPECIAL DISTINCTION were awarded to the following boys:

First Class—J. JOHNSON.

Third Class—H. R. FARDWELL, G. L. ROGERS.

Fourth Class—W. R. DEWITT.

Fifth Class—F. H. ANSCHUTZ, R. BRIESSEN.

Sixth Class—L. M. NORRIS, J. P. RISTON.

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SCHOLARSHIPS.

By resolution of the Board of Trustees, the term for which boys may be entered in the School expires when they reach the age of 16 years.

But to encourage a spirit of excellence and attention to duty, as well as to furnish still further advantages to those who are most worthy, the Board has established scholarships, which are conferred as prizes at the end of each session on those boys who, up to the age of 16 years, have best improved the opportunities afforded them at the School.

Recipients of these Scholarships are entitled to the privileges of the School for an additional year, and are required, in consideration thereof, to perform such extra duties as may be assigned to them.

In accordance with this action of the Board, Prize Scholarships for the year 1879–'80 were conferred on

R. E. L. DEWITT,
W. P. FAIRBANK.

period of 42 weeks. It was divided into two terms, the second of which began on the 1st of February.

The current session opened on the 11th of August, 1879, and will close on the 29th of May, 1880.

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Distribution of Daily Exercises.

The work of the day has been distributed as follows:

The boys rise at 6, dress, and make up their beds. The rooms are then put in order by the boys assigned to this duty, and a Sergeant afterwards inspects rooms and beds. At 6:45, chapel exercises for 15 minutes, after which a company inspection is held by the Sergeants. Breakfast at 7. At 7:40, recitations begin, and continue, with two recesses of ten minutes each, till 1, at which time the School is dismissed with music, and the boys march out. Company inspection at 1:15.

Dinner at 1:30. At 2, squad or company drill. The rest of the afternoon is given to play, or in busy seasons to outdoor work. Those boys, however, who fail on the morning's recitations, are required to devote a part of the afternoon to making up the deficiency.

Supper and inspection at 6:30. After supper the School Library is opened and books are given out or returned. At 7, the preparation of lessons for the next day is begun, and is continued for an hour and three quarters. Music from 8:45 to 9:10. At 9:20 all the boys are required to be in bed, except a few of the older ones, who are permitted to be up 45 minutes longer.

Saturday is given to recreation or to work, according to circumstances.

quired to attend services at the neighboring churches when the weather permits, and systematic Bible-class instruction is given every Sunday night during the school session.

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Military Tactics.

The School is organized into a military company, and regularly drilled, in good weather, about a quarter of an hour a day. Only the simpler evolutions of squad and company drill are taught, without arms. Four Sergeants and four Corporals are appointed each year, who not only have authority over the company while in ranks, but have considerable power and responsibility in the general management and discipline of the School.

The officers for 1878–'79 were:

J. JOHNSON, First Sergeant.
R. E. L. DEWITT, Second Sergeant.
G. L. ROGERS, Third Sergeant.
A. B. CRANE, Fourth Sergeant.
W. P. FAIRBANK, First Corporal.
E. P. BRUNDIGE, Second Corporal.
A. B. HAYNES, Third Corporal.
E. NETRE, Fourth Corporal.

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Length of Session.

The school session of the past year opened on the 12th of August, and continued till the 31st of May—a

all of Guyot's Elementary Geography, and finished common fractions in Arithmetic. Music throughout the year.

TEXT-BOOKS.

The following were used during the session: Holy Bible; McGuffey's Speller and Readers; Swinton's Language Lessons, Composition and English Grammar (new series); Dickens' Child's History of England; Peck's Ganot's Natural Philosophy; Eliot and Storer's Elementary Manual of Chemistry; Gray's How Plants Grow; Morse's Zoology; Huxley's Physiology; Spencerian Copy-Books; Guyot's Geographies; Krusi's Synthetic and Analytic Series of Drawing, and Forbriger's Drawing Tablets; Bryant and Stratton's Book-keeping, with Fulton and Eastman's Blanks; Swinton's United States History, and Smith's Smaller Histories of Greece and Rome; Otto's French Grammar; Racine; Moliere; Erckmann-Chatrain's Waterloo; Walton's Arithmetical Tables; White's Arithmetic, with Ray's and Fish's Test Examples; Venable's and Ray's Algebras; Bradbury's and Ray's Geometries; Beasley's Trigonometry; Ray's Analytical Geometry; Otto's German Grammar; Otto's and Adler's German Readers; Hart's Goethe's Prose; Soll und Haben; Minna von Barnhelm, and Nathan der Weise.

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Religious Instruction.

The School is opened with religious exercises, and closed with sacred music. On Sunday, the boys are re-

School Library.

A Library for the use of the scholars and officers of the School has been established. It now contains about 1,300 volumes, which have in great part been selected with reference to furnishing the boys with pleasant and healthful reading. Other books will be added, from time to time, as means and opportunity permit.

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Out-Door Work.

During the session of the School, which extends over ten months of the year, the out-door work required of the boys is little, and is not allowed to interfere with school duties—the conviction being entertained that it would be unwise to require any considerable amount of manual labor of boys while their energies are fully occupied with study. The result of such a requirement would be to cripple the efficiency of the School without securing any compensating advantage. Yet during the session, there are many ways in which the boys aid in the current farm and garden work. A certain amount of out-door work to be done in their play-time is the penalty attached to many minor offences, (not failures in recitation), and takes the place of translations, or columns of words to be written, and the simple confinement that constitute the usual penalties for such faults. In this way, almost every afternoon, a number of boys are required to work at tasks assigned them for from one to two hours. In addition to this, in busy seasons, such as the time for corn-planting and corn-gathering,

all the pupils are required to work on Saturdays, and sometimes in the afternoons. Such work, however, is considered as extra, and is only imposed when it cannot be conveniently avoided.

For the months of June and July, covering the period most important as regards garden and farm work, school duties are suspended, and the boys are regularly employed out of doors. They work from 7 in the morning till noon. In the afternoon they are free, except when penalties have to be worked off, or when harvest renders it necessary to keep the whole force at work all day.

Care is taken to so vary and arrange the work assigned as to familiarize each boy with all the more important operations on the farm and in the garden.

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Furloughs and Visits.

Furloughs are given to all the boys for two or three days at Christmas, to allow them to visit their homes or friends. A holiday varying in length from ten to four days, according to the standing of the boy during the preceding session, is also given at some time during the vacation months.

The afternoons of the first Saturday in April and the first Saturday in October are set apart for visits to the boys from their relatives and friends. At no other time are visits to the boys permitted.

Examinations

Are held at the end of every other month on all passed over during the two months, and at the end of each half-session on all passed over during the half-session. They are conducted chiefly in writing, the scholars receiving no help of any kind from any source. The examination counts one-half: that is, the average of all the marks on the daily recitations during a month, combined in equal ratio with the mark received on the examination, gives the scholar's standing for the month; and the average of all the monthly standings, combined equally with the marks on the half-session examination, gives the scholar's final standing for the half-session. The average of the two half-session standings is the standing for the whole year.

The following are selections from the examinations that were given for the half-session that began February 1st, and ended May 31st, 1879:

FIRST CLASS.

CHEMISTRY.

(*Pages* 176–287 *of Eliot and Storer's Elementary Manual of Chemistry.*)

I. 1. Give the formula and the other name for cane-sugar, and describe the process of manufacturing it. 2. Name the sources from which it is obtained. 3. Give the method of converting cane-sugar into levulose and dextrose. 4. Tell the natural sources from which levulose and dextrose are obtained. 5. Give the chemical

method of detecting the presence of dextrose and levulose.

II. In regard to the following: 1. Give the formula. 2. Tell how each is obtained. 3. Tell the properties and uses, giving experiments to illustrate —calcium carbonate, calcium oxide, calcium hydrate, calcium chloride, calcium sulphate and calcium phosphate.

III. Write the formula for each of the following: Ferric oxide, ferrous hydrate, cuprous chloride, cupric sulphate and copperas.

Time: 2½ *hours.*

SECOND CLASS.

HISTORY.

(*Smith's Smaller History of Rome, pages* 1–175.)

I. What was the origin of the First Punic War? Where were the battles chiefly fought? What of the Roman naval operations? What were the terms of peace?

II. What led to the battle of the Metaurus? Who were the commanders? Who brought the Second Punic War to a close? What obstacles had he to overcome at home before meeting the enemy? How did he raise an army? What events preceded the battle of Zama? Give an account of the battle?

III. Which were the Curule Magistracies? What two conditions had to be fulfilled before one could

be candidate for the consulship? What was the governing body at Rome?

IV. Give a brief account of Marius up to his triumph over the Cimbri.

Time: 4 *hours.*

THIRD CLASS.

PHYSICS.

(*Paragraphs* 102, 104–114, 116–140, 145–188, 257–303 *of Peck's Ganot's Nat. Philosophy.*)

I. A tuning-fork makes 475 vibrations per second: find the wave length of the sound produced.

II. At four (4) feet from a sonorous body, the sound produced by it has a given intensity. At what distance from the body will the intensity be doubled?

III. You have a string 4 feet long, $\frac{1}{20}$ of an inch in diameter, with a density of 7, and stretched by a weight of 40 pounds. It, of course, yields a definite note. With this string, solve the following:

1. Other things being the same, what length must a string have to give the octave of the first?

2. Other things being the same, what diameter must a string have to give the octave below the first?

3. Other things being the same, what tension must a string have to give the octave of the first?

4. Other things being the same, what density must a string have to give the octave of the first?

IV. A Fahrenheit thermometer shows a temperature of 75°: find the reading on Reaumur's and on the Centigrade thermometer.

V. 1. Draw a double convex lens and find the principal focus, using $1\frac{1}{2}$ for the index of refraction.

2. Draw another convex lens of exactly the same size as 1, and mark the principal focus. Now place an object beyond the principal focus and find its image, and state whether the image is real or virtual. What sort of image would you have were the object between the lens and the principal focus?

Time: $2\frac{1}{2}$ hours.

ALGEBRA.

(*Fractional exponents, involution, evolution, quadratics, ratio, proportion, and arithmetical and geometrical progression.*)

Prove that when any equation of the second degree is reduced to the form $x^2 + 2px + q = 0$, the sum of the two roots of the equation is equal to the coefficient of the second term with its sign changed, and that the product of the two roots is equal to the third term.

Find the values of x and y in the equations $x^2 + xy = a^2$, and $y^2 + xy = b^2$.

Two trains start from two towns at the same time, and travel toward each other at a uniform rate. When they meet it is found that one train has gone 108 miles more than the other, and that if they continue to run at the same rate they will finish the

journey in 9 and 16 hours respectively. Find the distance between the towns, and the rates of the trains.

Solve the equation $x^3 - 6x^2 + 11x - 6 = 0$.

If $a : b = c : d = e : f$, show that the sum of the antecedents is to the sum of the consequents, as any antecedent is to its consequent.

A sets out from a town and travels $2\frac{1}{2}$ miles an hour. B sets out 3 hours after A and travels in the same direction, 3 miles the first hour, $3\frac{1}{2}$ miles the second, 4 miles the third, and so on. In how many hours will B overtake A?

Find the formula for the sum of n terms of a geometrical progression, and show what form it takes when the series is an indefinite descending one.

Time: 3 *hours.*

GERMAN.

(*Otto's Reader, Lessons* 51–59. *Minna von Barnhelm, about two acts. Otto's Grammar, about* 15 *exercises.*)

Translate: Kosciuszko, der edle Pole, wollte einst einem Geistlichen zu Solothurn einige Flaschen guten Weines ubersenden. Er wahlte dazu einen jungen Mann mit Namen Zeltner, und uberliess ihm fur die Riese sein eigenes Reitpferd. Als Zeltner zuruckkam, sagte er: "Mein Feldherr! ich werde Ihr Pferd nicht wieder reiten, wenn Sie mir nicht zugleich Ihre Borse mitgeben." Wie meinst du das? fragte Kosciuszko. Zeltner antwortete: "Sobald ein armer Mann auf der Strasse den Hut abnahm und um ein Almosen bat, stand

das Pferd augenblicklich still und ging nicht eher von der Stelle, als bis der Bettler etwas empfangen hatte, und als mir endlich das Geld ausging, wusste ich das Pferd nur dadurch zufrieden zu stellen und vorwarts zu bringen, dass ich that, als ob ich dem Bittenden etwas gabe."

If you cannot come, write me a letter. If he goes, I will repay him for his trouble. When I am at work I do not like company. He acted like a father. It was four o'clock when the sun rose. When the sun rose it was four o'clock. Wait till I have finished my letter. When will you come? You may send it whenever you like. My sister is unwell; hence she cannot go.

Ein beruhmter Maler des Alterthums beschloss eines Tages, ein Bild zu malen so vollkommen, als es nur denkbar war. Er war schon beruhmt geworden und zeichnete sich in seiner Kunst aus; aber in diesem Falle versuchte er alles, was er vorher gethan hatte, zu ubertreffen. Er fasste daher den Plan, ein ganz fehlerloses Bild zu malen. Als das Bild beendet war, stellte er es auf dem Marktplatze aus und bat die Zuschauer, ihre Meinung abzugeben, indem sie mit einem Bleistift, welchen er zu diesem Zwecke dort gelassen hatte, alle Fehler bezeichneten, welche sie moglicherweise entdecken konnten.

The famous painter endeavored to paint a perfect picture. After many days the picture was finished. When he had exhibited his work in the public square, he asked the spectators to mark all the mistakes they could find in it. The spectators gave their opinion by marking the mistakes with a pencil.

Recht, gnadiges Fraulein; der Ungluckliche muss gar nichts lieben. Er verdient sein Ungluck, wenn er diesen Sieg nicht uber sich selbst zu erhalten weiss; wenn er es sich gefallen lassen kann, dass die, welche er liebt, an seinem Ungluck Antheil nehmen durfen. Wie schwer ist dieser Sieg! Seitdem mir Vernunft und Nothwendigkeit befehlen, Minna von Barnhelm zu vergessen, was fur Muhe habe ich angewandt! Eben wollte ich anfangen zu hoffen, dass diese Muhe nicht ewig vergebens sein wurde—und Sie erscheinen, mein Fraulein.

Time: 2 *hours.*

FOURTH CLASS.

ENGLISH GRAMMAR.

(*Swinton's New Language Lessons, pages* 116–179.)

I. In each of the following sentences first tell what is wrong, then how you know, and then write the sentence in its correct form:

1. This book is the largest and costliest of the two.
2. If I was him I would accept the office.
3. Avarice is one of those passions which is never satisfied.
4. We should help them friends which help us.
5. The number of inhabitants exceed forty million.
6. I, your friend, advises you not to trust either of them.
7. Each make as much profit as they can.
8. I am afraid of the man dying before the doctor can come.

9. That is either a man or a woman's voice.
10. Here come my old friend and teacher.

II. Analyze the following—when there are clauses tell what kind and how you know:

1. Wait till you see.
2. He who ascends to mountain-tops shall find
   The loftiest peaks most wrapt in clouds and snow.
3. They did not know when the tree fell.
4. The man that was here is dead.
5. I came, I saw, I conquered.

III. 1. Robt. L. Fuller gives to Carter Brothers an order on W. H. Brown for ten (10) barrels of flour, Genesee extra. Write the order.

2. James Waller gives William Williams a check on the National Mechanics Bank, Baltimore, for $150.00. Write the check.

3. G. L. Burgess this day gives W. R. DeWitt a note for $50.00, payable in three months, with six per cent. interest. Write the note.

Time: 2½ *hours.*

GEOGRAPHY.

(*Guyot's Intermediate Geography, pages* 1–87.)

I. Draw from memory a map of Indiana and Illinois. Place on the map the Wabash, Rock, Kaskaskia, White and Illinois rivers, and the cities of Indianapolis, Springfield, New Albany, Chicago, Evansville, Peoria, Madison and Quincy.

II. Which point of the Equator is furthest from the North Pole? What is a Great Circle? A Small Circle? Which is a Great Circle, the North Polar Circle or the Tropic of Capricorn? Explain Longitude.* Latitude. Locate long. 0°, lat. 0°.

III. Name, beginning with the most eastern, the rivers which enter the Gulf of Mexico between the Mississippi and the Rio Grande. Name in the order of their size, the three great tributaries which the Mississippi receives from the Rocky Mountains. Describe the course of each. What represents the slope or descent from the higher part of a plain or plateau to the lower lands? According to this, what is the slope of the land between the Rocky Mountains and the Apalachain Region?

IV. Bound Missouri, Arkansas, Texas. Name the capital of each State touching the Mississippi on the right bank. How and in what direction would you sail from Topeka to Chicago? From San Antonio, Texas, to Little Rock, Arkansas?

V. What river rises near the source of the Mississippi and flows northward? What and where is the capital of Texas? Of Kansas? How and in what directions would you sail from Galveston to Omaha? From Winona to St. Joseph? Bound Iowa. What is the Height of Land? Where is Minneapolis? Begin at New Orleans and name in regular order all the cities which you have learned on both banks of the Mississippi. Name the chief tributaries of the Mississippi.

VI. If the chief occupations of our country were manufacturing, what would be our exports? Our imports? If each section of the United States produced the same things, what would be the case in regard to domestic commerce? Name the Central States in the order of their size. Which is the most southern? The most northern? Which are separated by the Missouri River?

Time: 3 *hours.*

FIFTH CLASS.

ARITHMETIC.

(*Common and decimal fractions and compound numbers.*)

1. From the sum of $\frac{2}{5}$ lb., $2\frac{5}{12}$ oz. and $15\frac{3}{4}$ pwt., take the difference between .3 oz. and $\frac{7}{16}$ pwt.
2. Divide 270 by 400; 13007 by .008; .0103 by .04; 70.306 by .5; 3.78 by 200; .04735 by .0005; 30 by .004; 903 by 30000. Add the eight quotients together and multiply their sum by $6.31\frac{1}{4}$.
3. How many yards of carpet, $\frac{7}{8}$ yd. wide, will be required to carpet a room 18 ft. 6 in. long, $10.9\frac{1}{3}$ yd. wide, and what will it cost at $\$2.37\frac{1}{2}$ a yard?
4. A bin 7.5 ft. long and 6.25 ft. wide contains $141\frac{1}{4}$ bu. How deep is it?
5. What fractional part of the present year will be past at 12 o'clock to-day, (May 28)?
6. There is a garden 6 rods long and 5 rods wide, with a ditch around it 5 ft. wide and $3\frac{1}{4}$ ft. deep, the earth from which was thrown upon the garden in uniform thickness. How much was the surface elevated?

7. What decimal expression is equivalent to

$$\frac{3\frac{1}{3}}{8} + .62\frac{1}{2} + \frac{1}{3} \text{ of } 4 \times \frac{7\frac{2}{5}}{.05} - 1.05\,?$$

8. The length, width and height of a room are respectively 36 ft., 24 ft., 20 ft.; how many yards of plastering are there in the walls (not including the ceiling), allowing for a fire-place 6 ft. by $5\frac{1}{2}$ ft., and for 2 windows each $7\frac{1}{2}$ ft. by $3\frac{3}{4}$ ft.?

9. The salary of the President of the United States is $50,000 per annum. How much can he spend each day and still save $27,200 in one term of office?

10. A man chopping wood at 75c. a cord, earned $35.25 during the working days of January, 1876, and was idle $4\frac{1}{2}$ days. How much wood did he cut, on the average, each day?

11. A gallon of water weighs 8 lb. 5.42125 oz. Find the weight of 2 gal. 3 qt. 1 pt. $3\frac{1}{2}$ gills.

12. How many days, hours and minutes elapsed from 16 min. past 10 o'clock, A. M., July 4, 1876, to 22 minutes before 8 o'clock, P. M., Dec. 12, 1878?

Time: 4 *hours.*

SPELLING.

(*McGuffey's Speller, pages* 38–52.)

Different, Innocent, Smitten,
and 47 similar words.

Time: 1 *hour.*

SIXTH CLASS.

ENGLISH GRAMMAR.

(*Swinton's New Language Lessons, pages* 85–138.)

I. 1. Write sentences introducing the following words in the plural: Child, bush, cross, calf, pony.

2. Write sentences introducing the following in the singular: Mice, feet, pence, sheaves, geese.

II. Write these sentences so as to make each statement plural:

1. The boy's coat is black.
2. A sheep was feeding in the yard.
3. A fox ran into the hole.
4. The ox browses in the green meadow.
5. A little woman is in the house.

III. Tell in order, the person, gender, number and case of the italicized pronouns in the following:

1. Heaven helps men *who* help themselves.
2. Whatever *he* asks *I* will give *him*.

IV. Decline boy, lady and man.

V. Select the verbs in the following, and give the principal parts, mood, tense, number and person of each:

1. The sun shone brightly yesterday.
2. Shakspeare wrote dramas.
3. The fox will steal the hens.
4. I will lay the book on the table.
5. The boys lie on the grass.

VI. In each of the following tell what word or words are wrong, tell how you know, and then write the sentence in the correct form:

1. Ida is the girl whom we supposed would read the poem.
2. Six month's interest are due.
3. Romulus and Remus was twin brothers.
4. Neither the man nor his son were present.
5. They who we injure we dislike.

Time: 5 *hours.*

ARITHMETIC.

(*Common and decimal fractions.*)

1. A farmer sold $212\frac{6}{7}$ bu. wheat for \$201.75; $328\frac{7}{12}$ bu. corn for $\$178\frac{5}{8}$; $187\frac{9}{11}$ bu. oats for $\$84\frac{7}{9}$; how many bushels of grain did he sell, and how much did he receive for the whole?

2. A certain number being increased by $\frac{3}{4}$ of $\frac{7}{12}$ of $\frac{8}{21}$ of itself amounts to $82\frac{3}{8}$; what is the number?

3. The smaller of two numbers is $\dfrac{\frac{1}{2} \text{ of } 7\frac{3}{4}}{\frac{3}{4} \text{ of } \frac{1}{7}}$ and the difference is $\dfrac{\frac{1}{4} \text{ of } \frac{1}{3}}{\frac{1}{3} \text{ of } 4\frac{3}{7}}$. What is the larger number?

4. Bought 7640 bricks at \$4.75 per thousand; 26789 ft. of lumber at \$20 per thousand feet; and paid 35 cts. per thousand for planing 23463 ft. boards. Find the amount of the bill.

5. If $\frac{4}{11}$ of a yard of cloth cost \$10, how much will \$87.50 buy?

6. A, B and C own a furnace. A owns $\frac{16}{37}$ of it, and B owns $\frac{3}{22}$ of it more than C. How much do B and C each own?

7. What must $.0172\frac{17}{64}$ be divided by so as to give $.01\frac{17}{32}$ for the quotient?

8. How much must be paid for 972 ft. boards at \$22.25 per M.; 1575 ft. scantling at \$2.87½ per C., and 8756 ft. of laths at \$7.50 per M.?

9. Add $5\frac{3}{64}$ tenths, $6\frac{5}{32}$ hundredths, $7\frac{9}{16}$ thousandths, $8\frac{3}{8}$ ten-thousandths and $9\frac{3}{4}$ hundred-thousandths.

10. Divide 270000 by 4000000; 13.037 by .00008; .0103 by .040; 70.306 by .500; 378. by 20000; .04375 by .0005; 30000 by 4.00; 903. by 30000; add the quotients together and divide the sum by $\frac{1}{75.75}$.

11. If .125 of an acre of land be worth \$15⅞, find the value of 25.42 acres at the same rate.

12. Divide \$2783 between two persons so as to give one of them $\frac{3}{7}$ as much as the other.

Time: 4 hours.

SESSION OF 1879-80.

OFFICERS OF THE SCHOOL.

Principal:

WILLIAM ALLAN, M. A.

Instructors:

D. C. LYLE, M. A.
S. T. MORELAND, M. A., C. E.
H. L. SELLERS, M. A.

Matron:

MRS. JOSEPHA YOUNG.

Register of Scholars.

FIRST CLASS.

DeWitt, Robert E. Lee

SECOND CLASS.

Atwood, Albert Hammond
Betts, William Bailie
Brundige, Edward Parrish
Fairbank, William Prescott
Fardwell, Harry Ringgold
Netre, Edward
Sumwalt, Charles Hamlin

THIRD CLASS.

*Anschutz, Frank Hamilton
Bourne, Thomas
Burgess, George Lewis
DeWitt, William Russell
Griffith, Alfred
Miller, George Winchester
Morris, John Edward
†Riach, William
Riley, John William Matthew
Van Hollen, George Henry

*Promoted from Fourth Class at the beginning of the year.
†Dropped from Second Class at the beginning of the year.

FOURTH CLASS.

Briessen, Robert
Evans, Walter Mead
Fales, Charles Eshbaugh
Henry, William Coltman
Milburn, Robert Frederick
Sanderson, Harry Schley
Thompson, DeValangin Francis
Wilkinson, Allen Byron

FIFTH CLASS.

Brundige, John Price
Chabot, William Hinson
†Chenowith, Richard
Collier, Charles Ashby
Dorsey, Thomas Henry
Johnson, Ernest Hemsley
Kersey, John David
Miller, William Elliott
Norris, Lloyd Matson
Riston, James Preston
Wagner, Charles Flemming

†Dropped from Fourth Class since the beginning of the year.

SIXTH CLASS.

Baldwin, Benjamin Franklin
Chandler, Archibald Louis
Cole, Doyens Ballard

Diamond, Walter Gormley
Fairbank, David Church
Fowler, Harry Milton
Harrington, John Samuel
Hinton, Presley Lewellyn
Johnson, William Broadbent
Masson, Charles Edgar
Roberts, Howland
Rogers, Harry
Simonds, James Montgomery

Table of hours per week assigned to the various subjects of study during the First Term of the Session of 1878-'79.

	I CLASS	II CLASS	III CLASS	IV CLASS	V CLASS	VI CLASS
English, (Spelling, Reading, Grammar.	2½	2½	4	9	9	10
History	4½	5½	5½	.....	.....	.....
German	4	5	5	4	2	.....
French	4	.....	.....	.....	.....	.....
Geography	.....	.....	.....	5	5	4½
Mathematics	7	7	9	8	9	12
Chemistry	5½	6½	.....	.....	.....	.....
Physiology	.....	.....	2½	.....	.....	.....
Drawing	2	2	2	1½	1½	.....
Book-Keeping	3	3	2½	.....	.....	.....
Writing	.....	.....	.....	2	2	2
Music	1½	1½	1½	1½	1½	1½
	34	33	32	31	30	30

DONATIONS.

The following gentlemen have made donations to the School during the year:

Mr. H. S. Sanderson, Oxford's Senior Speaker.

C. Hill, Esq., Ohio Short-Horn Record.

Hon. Charles B. Roberts, Congressional Reports, 60 volumes.

Hon. William Pinkney Whyte, Government Reports, 10 volumes, including Clarence King's Geological Report and Maps.

Capt. G. M. Wheeler, United States Geographical Survey, 7 volumes.

Messrs. Eldredge & Bro., Houston's Natural Philosophy.

Gen. A. A. Humphreys, Report on Mississippi River.

Gen. John Eaton, Report of Commissioner on Education 1877.

Mr. Julius Kruttschnitt, large crystals of Salt.

ANNUAL REPORT

—OF THE—

BOARD OF MANAGERS

—OF THE—

HOUSE OF REFORMATION & INSTRUCTION

—FOR—

COLORED CHILDREN,

For the Year ending Nov. 30, 1879.

Managers and Officers of the House of Reformation.

1879.

President,

ENOCH PRATT.

Vice-President,	*Secretary,*	*Treasurer,*
Wm. R. Lincoln.	Edward Stabler, Jr.	Wm. E. Woodyear.

Board of Managers on Part of the Subscribers,

John R. Cox,	Cyrus Blackburn,	C. C. Magruder,
G. S. Griffith,	Enoch Pratt,	Wm. R. Lincoln,
Edward Stabler, Jr.	Laurence Thomsen,	B. Frank Deford,
W. E. Woodyear,	Alex. P. Hill,	Chas. Markell.

Managers on Part of the State,

Charles E Phelps. Wm. S. Whiteley.

Managers on Part of the City,

J. Franklin Dix. Chas. T. Boehm.

Executive Committee,

Chas. T. Boehm, *Ch'n.*	Wm. R. Lincoln,	Edward Stabler, Jr. *Sec'y.*
John R. Cox,	Chas. E. Phelps,	Cyrus Blackburn,
	Enoch Pratt, *ex officio.*	

Finance Committee,

Enoch Pratt, W. S. Whiteley, Laurence Thomsen.

School Committee.

Wm. R. Lincoln, G. S. Griffith, Wm. S. Whiteley.

Resident Officers of the House.

Superintendent,
JOHN W. HORN.

Assistant Superintendent (Acting),
JAMES HANLON.

Matron,
Mrs. JOHN W. HORN.

Teachers and General Assistants,

E. H. COMEGYS,
Teacher of School A.

F. P. FITZGERALD,
Teacher of School B.

CHARLES H. EWING,
Teacher of School C.

DILLWYN FEAST,
Teacher of School D.

NICHOLAS LANGENFELT,
Baker.

EUGENE MUTH,
Overseer Tailor Shop.

WM. H. READ,
Overseer Shoe Shop.

JAMES HANLON,
Overseer Boys' Dining Rooms.

Mrs. F. P. FITZGERALD,
Overseer of Laundry.

Farmer,
E. MEUSHAW.

Asst. Farmer,
ALLEN GAITHER.

Supt. Cane Shop,
EDWARD WHEELER.

Carpenter,
LEVI KESSLER.

ANNUAL REPORT.

To the Governor and General Assembly of Maryland,
and the Mayor and City Council of Baltimore:

The Board of Managers of the HOUSE OF REFORMATION AND INSTRUCTION FOR COLORED CHILDREN present their seventh annual report, with the accompanying report of the Superintendent, with statistical tables annexed.

The system of reformation inaugurated by the Board some years since—then an untried experiment in Maryland—has been, from its inception, steadily adhered to, and the continued gratifying success that has attended the conduct of the Institution still more forcibly demonstrates the wisdom of a system that is paternal and reformatory, and establishes a home, rather than a prison or a place of punishment.

The House was opened on the first day of January. 1873, in a barrack, twenty feet square, attached to the one-story Cottage House on Cheltenham farm, before we laid a brick for our permanent buildings.

We have successfully conducted the Institution in all its branches since that time, and have had committed to our care 539 boys.

We have been constantly at work building from the commencement, until now we have the Main Building and four Family Buildings, with all the fixtures of gas and a full supply of the best spring water, pumped into

all the buildings by steam; the boiler also supplying power for the laundry, cooking, &c. Some of the farm buildings have been built, and the farm is fast being brought into cultivation, furnishing an abundant supply of vegetables, which lessen the maintenance and promotes the health of the boys.

The managers claim we have the most creditable Institution in the State, as we have built it from the start and carried it on out of the meagre appropriations by the State and city, added to the private subscriptions received.

We have had no large issue of bonds or appropriations to increase the debts of the State or city.

At the suggestion of the Secretary of the State Board of Health, we have erected a second Hospital Building at some distance from any other building, and have now the very best accommodations if we should be visited by sickness, of which we have no fears, as the location is as healthy as any in the State.

We have erected the past summer Family Building No. 4 fortunately before the advance in prices of building material. This building completes our plan and enables us properly to classify the schools and care for two hundred boys without overcrowding.

We lay before you the report of the Treasurer for our fiscal year ending November 30, 1879.

Respectfully submitted,

ENOCH PRATT, *President.*

EDWARD STABLER, JR., *Secretary.*

Baltimore, November 30, 1879.

REPORT OF THE TREASURER.

HOUSE OF REFORMATION AND INSTRUCTION FOR COLORED CHILDREN OF MARYLAND, *in account with* WM. E. WOODYEAR, *Treasurer, from 30th November, 1878, to 30th November, 1879.*

DR.			CR.	
1879.			1878.	
Nov. 30. To Cash paid General Expenses, viz: Clothing for boys, provisions, coal, fertilizers, salaries, &c., &c., &c	$15,742 08		Nov. 30. By Balance of amount rendered to date	$4,730 61
" To Cash paid for Improvements at Cheltenham	11,753 06		1879.	
" To Balance	115 44		Nov. 30. By Cash, received of State Treasurer, amount of appropriation by the General Assembly for the support of the Institution for the year 1879	8,000 00
			" By Cash, received of the Mayor and Register, on account of appropriation of $15,000 by Mayor and City Council of Baltimore, for maintenance, &c. of boys from the city	13,260 00
			" By Cash, received board of pay-inmates 6th March to 1st January, 1879, (boys committed by United States Courts)	609 00
			" By Cash, received for three years' rent of store and dwelling at Cheltenham Station	108 00
			" By Cash, received from P. Walsh & Son, builders, for board of workmen, and hauling by farm teams	110 50
			" By Cash, received for wool and sheep skins sold	61 97
			" By Cash, received for one pair of small mules sold	90 00
			" By Cash, received for old barrels and rags sold	72 72
			" By Cash, received of John W. Davis, foreman, for Grand Jury dinner	10 00
			" By Cash, received of Baltimore and Potomac Railroad Company, drawback allowed on freight on coal	53 19
			" By Cash, received for caning chairs by boys during year	504 60
	$27,610 58			$27,610 58
			1879.	
			Nov. 30. By Balance in bank to credit of Treasurer	$115 44

BALTIMORE, *November 30th*, 1879.

E. E.

WM. E. WOODYEAR, *Treasurer*.

Superintendent's Report.

HOUSE OF REFORMATION,

November 30, 1879.

To the Board of Managers.

GENTLEMEN:

I have the honor to present you in a condensed form the Seventh Annual Report of the operations of this Institution for the year ending November 30, 1879.

Whole number of boys received since the opening, January 1, 1873		539
Number of boys in House November 30, 1878	186	
Number of boys since received by new commitments	76	
Number of boys returned from places, (hired out)	12	
		274

DISCHARGED:

Hired to farmers and others	34	
Discharged as reformed	43	
" to Parents sick	4	
" by death	6	
" by escape	10	
		97
Number of boys in House November 30, 1879		177

Since the opening five hundred and thirty-nine (539) idle, depraved, vicious and ignorant boys have been brought under the influence of our Institution. They have been sent to us from nearly every county and city in the State; the great majority of them without sufficient clothing to cover their nakedness, and nearly all steeped in total depravity, in many cases without any knowledge of human responsibility or a God above them, some not even knowing their own names or that of their parents, or if they ever had any, with no ambition in life except to gratify their unbridled passions and elude the vigilance of the police, they were preparing themselves to become depredators against the peace of society, and ultimately inmates of our penal Institutions. The moral degredation into which they had fallen is no cause for wonder when we take into consideration the homes from whence the most of them came, and the atmosphere by which they were always surrounded. Lessons of virtue seldom reached their ears, while debauchery, wickedness and crime were in numerous instances their almost constant companions.

To counteract the baneful influences thus left upon their minds, renovate their entire natures, and step by step lead them from the paths of vice to virtue, so as to return them to society with a proper regard for the rights of persons and property, a reverence for and knowledge of God, and a love for honesty industry, is the great work we have undertaken and which we hope to carry, by Divine blessing, to a full fruition.

That our efforts during the few years of our existence have not been in vain, we have the most incontrovertible proofs.

The boys who were at one time under the contaminating influences of disreputable lanes and alleys, are now far removed from former haunts, no longer an expense to the communities from whence they came, or a drain upon the revenues of our Institutions, with no capital, save the training of mind and hand received here, they have found places with the farmers and artizans of our State, and are now making for themselves an honest subsistence by the sweat of their brows.

We do not think it would be safe in us to say, that all this class of boys returned as they have been to their former associations and neighborhoods will become useful and law-abiding citizens, yet we do believe that under the discipline and training they received while with us, many of them have been reformed, and will not again return to a life of wrong-doing.

At the close of our last fiscal year we were hard at work erecting new buildings and improving old ones. This work has been continued during the year just closed with but few intermissions.

The result being, that in addition to our former buildings we have a large and commodious Swiss bank barn, with cattle and wagon sheds attached. This building is a model of neatness and comfort, the necessity for it being now more apparent from the improved condition of our stock.

A new hospital building, forty-two feet long, and eighteen feet wide, divided into four rooms or wards,

giving us excellent facilities for the care and management of our sick. All the work upon it was done by our regular carpenter and our inmates, who have also constructed under the old tobacco barn a root cellar, fifty-five feet long, and eighteen wide, separated into five large bins, which will no doubt hold all the vegetables we shall ever require on the place.

For a proper classification of our boys, and to provide accommodations for the large and increasing number being sent us from different parts of the State, it was deemed necessary to erect another Family building, so as not to be compelled to refuse admission to any for whose benefit the Institution was intended. Ground was broken in July, and the contract awarded to Philip Walsh & Sons, of Baltimore, and construction commenced on the fourth day of August. It will be ready for occupancy about the first of December, and when finished will, we think, be in every respect as near perfection as can well be attained. This will enable us to properly care for two hundred boys, and we may be enabled to keep them down to these numbers by a judicious system of farming out those who may give evidence of a desire to lead a better life.

Our gas house has been remodeled, a large and improved generator placed in it, and the old one converted into a supply tank. This entailed the necessity of taking up nearly all of our gas pipes and relaying them. When finished, however, we think the work will be so thoroughly done as to cause no trouble for the future.

The farm has been admirably conducted by the farmer and our boys, and has shown wonderful improvement—what was formerly barren-looking hills, being now covered with verdure. Too much space would be required for me to particularize our varied operations, or the immense amount of labor expended upon it. I can therefore only say we have received adequate returns for every expenditure, whether of money or labor, bestowed upon it.

We have at all times had an abundance of vegetables for home consumption. All our garden land has been enclosed by a good post and rail fence, over one and a half miles of it having been built this season.

During the past year we have had seven deaths. While this is a larger percentage than we have heretofore had, it is no evidence that the health of the house is not good; on the other hand, we have had less general sickness during the past year than any previous one. The most of them who died (and indeed I may say nearly all of them) came to us almost beyond the power of medical aid, and it was apparent that it was only a question of time as to how long they had to live.

Religious services are held in our chapel every sabbath morning at 11, and frequently in the afternoon at 5. We are under many obligations to the Rev. Samuel R. Gordon, D.D., of the Protestant Episcopal Church, and other ministers, who, from the opening of the Institution, have taken a warm interest in its welfare. The proprietors of the following journals having con-

tinued to donate their valuable publications, will please accept our thanks. They have added greatly to our limited stock of reading matter :

MARLBOROUGH GAZETTE, Prince George's Co , Md.
PRINCE GEORGIAN, Prince George's Co , Md.
PORT TOBACCO TIMES, Charles Co., Md.
MARYLAND INDEPENDENT, Charles Co., Md.
AMERICAN FARMER, Baltimore, Md.
MARYLAND FARMER, Baltimore, Md.
CHRISTIAN RECORDER, Philadelphia, Pa.
HOME VISITOR, Chicago, Ill.

Our friends are still having us in remembrance, and we would hereby return our thanks to them for the following donations :

J. S. Murphy, Weekly Sun, American and Gazette; W. Davidson & Co., Paris Green for Potatoes; G. S. Griffith, 100 volumes new books, papers, &c.; Jos. G. Loane, large lot pictorial papers; Rev. Sam'l R. Gordon, D.D., church books; James A. Mudd, gratuitous services as agent for the Institution in Charles county.

TABLE I.

Showing by whom they were Committed.

Criminal Court for Baltimore city	1
Circuit Court Howard county	1
" Baltimore county	2
" Frederick county	2
" Anne Arundel county	1
" St. Mary's county	1
Justices of Peace for Baltimore city	41
" " Baltimore county	3
" " Washington county	3

Justices of Peace for	Anne Arundel county	5
" "	Frederick county	5
" "	Prince George's county	1
" "	Cecil county	1
" "	Allegany county	2
" "	Queen Anne's county	1
" "	Charles county	1
" "	Montgomery county	1
" "	Howard county	2
" "	Carroll county	2
		76

TABLE II.

Showing Offences for which they were Committed.

Incorrigible	40
Vagrancy	21
Stealing	2
Vicious conduct	7
Larceny	6
	76

TABLE III.

Showing the Supposed Ages when Received.

7 years of age	1
9 "	4
10 "	10
11 "	10
12 "	14
13 "	5

14 years of age	16
15 "	9
16 "	3
17 "	4
	76

TABLE IV.

Showing the Supposed Nativity of the Parents of all received during the year.

Baltimore city	26
Other parts of Maryland	27
Did not know	19
Virginia	2
Pennsylvania	1
North Carolina	1
	76

TABLE V.

Showing as near as can be ascertained the Nativity of those received.

Baltimore city	31
Other parts of Maryland	31
North Carolina	2
South Carolina	3
West Virginia	2
Virginia	2
Washington, D. C.	1
Did not know	4
	76

TABLE VI.

Showing as nearly as possible their Domestic Condition, the number who have lost their Fathers, Mothers, or both parents; also the Habits of their Parents, Temperate, Intemperate or Separated.

Have lost their fathers	22
Have lost their mothers	16
Have lost both parents	5
Whose fathers were temperate	51
Whose fathers were intemperate	15
Whose mothers were intemperate	3
Whose parents were separated	3
Whose habits unknown	5

TABLE VII.

Showing Educational Attainments.

Did not know the alphabet	4
Knew alphabet only	24
Beginning to spell	1
Beginning to read	3
Could read easy lessons	15
Could read books generally	2
Could read and write	20
Could cypher in addition	9
Could cypher in subtraction	5
Could cypher in division	3

TABLE VIII.

Showing the Products of Farm and Garden.

225 barrels of corn,
50 bushels oats,
22 tons hay,
56 tons corn fodder,
3 tons oat straw,
4 tons mangle wurzel,
1,150 bushel potatoes (Irish),
112 bushel potatoes (sweet),
40,000 heads cabbage,
9 calves,
28 lambs,
9 hogs,

With vegetables, fruits, etc.—for the abundant supply of the inmates.

TABLE IX.

Showing the number of Officers employed, with aggregate of their Salaries.

Superintendent,
Farmer,
Carpenter,
Cook,
Overseer Cane shop,
Acting Assistant Superintendent,
Baker,
Matron,
Tailor in charge of shop,
Physician,

Four male teachers,
Assistant Farmer,
Overseer Shoe shop,
Laundress.

Aggregate of salaries this year $3,776.70.

TABLE X.

Showing Work Done in Tailor Shop.

854 pair pants made,
450 jackets made,
498 shirts made,
503 suspenders made,
4 coats made,
100 mittens made,
92 sheets made,
217 pillow slips,
32 aprons made,
180 towels made,
72 spreads made.

TABLE XI.

Showing Work Done in Shoe Shop.

520 pairs shoes made,
741 pairs shoes repaired,
744 pairs shoe-strings made.

TABLE XII.

Showing Work Done in Laundry.

74,450 pieces washed,
56,160 pieces ironed.

TABLE XIII.

Showing Work Done by Small Boys in Cane Shop.

15,142 seats caned.

In closing this report, permit me to confess the renewed obligations I am under to you, gentlemen of the Board, for the many acts of kindness I have ever received, and the encouragement given me in the discharge of the trying duties incident to my position, as also for the interest you have shown for the health, comfort and future welfare of those who have from time to time been committed to our charge.

To the officers who have labored with me I am also under obligations. They have generally been prompt in the discharge of their duties, and have shown considerable forbearance with the wayward and at times very troublesome boys under their respective charge.

I have the honor to be,

Very respectfully, etc.,

JOHN W. HORN,
Superintendent.

FIFTY-FIRST ANNUAL REPORT

—OF THE—

Board of Commissioners

—OF—

PUBLIC SCHOOLS

—TO THE—

MAYOR AND CITY COUNCIL OF BALTIMORE,

For the year ending Dec. 31, 1879.

BALTIMORE:
PRINTED BY KING BROTHERS,
CITY PRINTERS.

1880.

BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS

FOR 1879.

OFFICERS.

PRESIDENT.....JOHN T. MORRIS.
SECRETARY.....HENRY M. COWLES.
SUPERINTENDENT.....HENRY E. SHEPHERD.
ASSISTANT SUPERINTENDENT.....HENRY A. WISE.

MEMBERS OF THE BOARD.

WARD.		TERM EXPIRES.
1.	FRANCIS J. RUTH	1881
2.	*THOMAS H. HAMILTON	1883
3.	WM. C. ATKINSON	1880
4.	DENIS NOBLE	1882
5.	WM. M. IVES	1881
6	JOHN B. WENTZ	1880
7.	ROBERT H. SINCLAIR	1882
8.	JAMES BOYLE	1883
9.	JOSHUA PLASKITT	1883
10.	JOHN T. MORRIS	1882
11.	JOHN P. POE	1880
12.	DR. WM. LEE	1881
13.	JOHN L. LAWTON	1883
14.	G. S. GRIFFITH, JR.	1880
15.	JOHN FERRY	1881
16.	†JACOB SCHENKEL	1882
17.	H. B. ROEMER	1880
18.	DAVID M. NEWBOLD	1882
19.	JOSEPH H. GALE	1883
20.	JAS. W. DENNY	1881

*Thomas H. Hamilton resigned November 4th, and George H. Budeke was elected November 11th, in his place.

†Jacob Schenkel resigned November 4th and Wm. E. Addison was elected November 11th, in his place.

Standing Committees,

Baltimore City College.

Messrs. Wentz, Griffith, Denny, Sinclair, President and Superintendent.

Female High Schools.

Messrs. Poe, Atkinson, Roemer, Ives, Lee, Hamilton, President and Superintendent.

Normal School.

Messrs. Gale, Sinclair, Denny and Superintendent.

Grammar Schools.

Messrs. Sinclair, Gale, Ferry, Newbold and Ruth.

Primary Schools.

Messrs. Plaskitt, Lee, Noble, Boyle, Ives and Assistant Superintendent.

English-German Schools.

Messrs Hamilton, Roemer, Newbold, Schenkel, Noble, Superintendent and Assistant Superintendent.

Colored Schools.

Messrs. Schenkel, Hamilton, Ruth, Plaskitt, Boyle and Superintendent.

Books.

Messrs. Denny, Poe, Atkinson, Griffith, Plaskitt, President and Superintendent.

Furniture.

Messrs. Ives, Lawton, Schenkel, Plaskitt, and Ferry.

Music.

Messrs. Roemer, Wentz, Atkinson, Lawton and Noble.

Discipline.

Messrs. Boyle, Denny, Gale, Ferry, Lee, President, Superintendent and Assistant Superintendent.

Accounts.

Messrs. Griffith, Lawton, Roemer, Ives and Atkinson.

Expenditures.

Messrs. Roemer, Gale, Newbold, Griffith, Ferry and President.

Examinations.

Messrs. Atkinson, Denny, Hamilton, President, Superintendent and Assistant Superintendent.

Bi-Weekly Reports.

Messrs. Newbold, Wentz and Sinclair.

Conference.

Messrs. Ferry, Poe, Noble, Lee and Ruth.

Buildings.

Messrs. Ruth, Boyle, Denny, Griffith, Lee, President and Superintendent.

Printing.

Messrs. Noble, Schenkel and Sinclair.

Health.

Messrs. Lee, Newbold and Schenkel.

Drawing.

Messrs. Lawton, Hamilton, Poe, Wentz and Gale.

Intestate Estates.

Messrs. Poe, Wentz and President.

REPORT.

OF THE

BOARD OF COMMISSIONERS

OF

PUBLIC SCHOOLS OF BALTIMORE.

OFFICE OF COMMISSIONERS OF PUBLIC SCHOOLS,

January 1, 1880.

To the Mayor and City
Council of Baltimore.

In compliance with the Ordinance of the City establishing the Public Schools, the Board of Commissioners respectfully presents its

FIFTY-FIRST ANNUAL REPORT,

showing its transactions during the past year, and furnishing an account of the receipts, expenditures and resources of the Schools, and other information with reference to their work, condition and wants.

The origin, progress and growth of our system of public instruction were fully presented in the last annual report, and it is not necessary now to recapitulate what was then said. The public knows and under-

stands the work that is done in the schools, and the grand and emphatic demonstration that was made on the occasion of the Semi-Centennial Celebration during the past year, indicates how truly and earnestly the public heart appreciates the results. But whilst this expression of public confidence should be gratifying to those in charge of the schools, it ought not to induce them to rest satisfied with their persent condition. Much has been accomplished in the past, but there is still more to be done in the future. Growth is necessary to prevent decay, and there should, therefore, be no stand-still in our schools, but each succeeding year of their history should witness some progress and improvement.

Public sympathy and official aid largely contribute to the accomplishment of the desired results, and the Board confidently hopes for a liberal share of both during the year upon which our schools have just entered.

SCHOOL STATISTICS

The whole number of schools under the jurisdiction of the Board during the past year was 125, containing 36,505 enrolled pupils, classified and graded as follows:

1	Baltimore City College	579
2	Female High Schools	941
38	Grammar Schools	10,510
59	Primary Schools	15,768
5	English-German Schools	3,399

14 Colored Day Schools	4,398
4 Colored Evening Schools	728
1 White Evening School	110
1 Normal School	72

These schools have been conducted by 822 teachers, with an average daily attendance of 30,477, while the whole number of different pupils during the year was 48,988.

Number of White Pupils	31,379
Number of Colored Pupils	5,126
Number of Pay Pupils	12,977
Number of Free Pupils	23,528
Number of Male Teachers	106
Number of Female Teachers	716

The increase in number of pupils over the previous year was 1,217, and the average annual increase during the past twenty years has been about 1,100.

The annual cost per pupil, estimated on enrollment, was $16.43, and on average attendance was $19.68 for the current expenses incurred by the Board; and was $17.64 on enrollment, and $21.00 on average attendance, for the current expenses, and also new buildings and repairs of old ones by the Inspector of Buildings.

The usual method of estimating the expenses of public schools in other cities is upon enrollment, and for current expenses only; and upon this basis, the cost per pupil in our schools is lower than in most of the other large cities, but we prefer to submit the full

statement, showing the cost per pupil for all expenditures for the use of the schools during the year, including the outlay by the Inspector of Buildings for new school houses and repairs.

The average annual salary of the teachers is $575.35, and of the teachers and officers of the Board $581.00, thus showing the cost per pupil, as well as the salaries, to be less than during the previous year.

No census of the children of school age between six and twenty-one years, in our city, was furnished last year, but, according to that taken in 1878, the number was 86,961, of which 42,589 were males and 44,372 females; and of these 33,328 were in public schools, 13,550 in private schools, and 40,083 were not attending either. The above estimate is approximately correct now, and sufficient to enable us to judge the educational condition of the children in our city. The number of those not attending any school seems to be large, but it must not be considered as representing an ignorant class in our community, or those who are willfully absent from school. Most of the pupils in the grammar and primary schools are between six and fifteen years of age, and not more than four per cent. of the whole number ever enter the City College or Female High Schools, and it is fair, therefore, to presume that a majority of those between fifteen and twenty-one years have received instruction in public or private schools, and are now otherwise engaged in some useful occupation.

The attendance of pupils has generally improved during the past year, and the percentage of attendance was from 94.4 in the Western Female High School, to 96. in the evening schools, as follows:

Western Female High School	94.4
English-German Schools	92.2
Eastern Female High School	91.
Baltimore City College	90.5
Male Grammar Schools	87.7
Female Grammar Schools	84.7
Female Primary Schools	82.29
Male Primary Schools	82.14
Colored Day Schools	76.66
Normal Class	74.
Evening Schools	69.

It will thus be seen that the attendance at some of the schools is very satisfactory, but it is to be regretted that there should be such a difference between them in this respect. Irregular attendance and frequent absence of pupils or teachers must necessarily interrupt the progress and impede the success of the school, and every possible effort should be made to correct the evil.

The Bi-weekly Reports show a marked improvement in the attendance of the teachers during the last six months, and it is hoped that a like favorable report may soon be made with reference to the pupils in the schools where the evil exists.

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the use of the schools for the year ending December 31st, 1879, were as follows:

City Collector, City Taxes	$404,339 37
State Treasurer for White Schools	121,118 72
State Treasurer for Colored Schools	18,558 44
White Pupils, for use of Books	46,825 31
Colored Pupils, for use of Books	154 37
Interest on Legacy	129 59
	$591,125 80

The amount received from the State Treasurer was $19,960.41 less than during the year 1878. This fund arises from a tax of ten cents on each hundred dollars of taxable property throughout the State, which is annually levied for the support of the public schools, and paid into the State Treasury, and is afterward apportioned and distributed to the Board of School Commissioners of Baltimore City and the several counties, in proportion to their population between the age of five and twenty years. The distribution of this fund seems to be inequitable and to the prejudice of the city, which pays for the support of the schools in the counties a much larger sum than it receives as its proportion of this general tax—the amount paid during 1879 being $256,178.85, whilst it only received $139,677.16.

The expenditures of the Board on account of current expenses of the schools, and also by the Inspector of Buildings, were as follows:

WHITE SCHOOLS.

Salaries of Officers and Teachers	$451,760 95
Rent of Buildings and Ground Rents	26,635 45
Books and Stationery	28,347 64
School Furniture	5,256 29
Heating Apparatus and Repairs	8,283 99
Fuel	9,952 66
Repairs of Buildings and Furniture	3,601 67
Printing, Supplies, Incidentals	6,126 37
	$540,465 02

COLORED SCHOOLS.

Salaries	$40,186 20	
Rents and Ground Rents	3,321 75	
Books and Stationery	2,128 89	
Heating Apparatus and repairs	837 98	
Furniture	1,638 35	
Fuel	1,660 36	
Repairs and Cleaning	571 02	
Incidentals and Supplies	188 40	
		59,532 95
Total Current Expenses		$599,997 97

The expenditures by the Inspector of Buildings for new buildings and repairs:

White Schools	$43,326 87	
Colored Schools	570 35	
		$43,897 22

The above statement shows that the total amount of expenditures for account of the schools during the past year was $643,895.19, of which the Board disbursed

$599,997.97 for current expenses above mentioned, and the Inspector of Buildings paid $43,897.22 for new buildings and repairs.

The appropriation for schools was $600,000, and the Board has complied with the ordinance which prohibits the expenditure of any sum beyond the appropriation made by the City Council.

ESTIMATE FOR 1880

The estimated amount for current expenses for this year is $640,000, of which $576,000 is for White Schools, and $64,000 for Colored Schools, as follows:

Salaries of Officers and Teachers	$462,000
Rents and Ground Rents	29,000
Books and Stationery	40,000
Heating Apparatus and Repairs	11,000
Furniture	7,000
Fuel, Coal and Wood	13,000
Repairs and Cleaning of Houses and Furniture	7,000
Printing, Supplies and Incidentals	7,000
Colored Schools	64,000
	$640,000

The above estimate has been carefully made, and we believe the amount is necessary for the purpose of properly meeting the wants of the schools. It is $40,000 more than the amount appropriated and expended last year, which was insufficient to enable the Board to satisfactorily perform its work, and in consequence of which many of the schools were not fur-

nished with the books and other things needed by teachers and pupils.

These deficiencies must be supplied this year, and on this account we express the hope that the full estimate will be appropriated, with the assurance that only so much will be drawn as is imperatively required for the schools.

SCHOOL ACCOMMODATIONS.

The number of school houses owned by the city is 58, and their estimated value about $1,200,000, and four other buildings are temporarily rented until suitable houses can be erected.

Rented houses are seldom fit for school use, as they are generally the basement of churches, or old dwellings without sufficient light, air or ventilation. In addition to these objections, the rent is generally high, and the amounts annually paid are larger than the interest on the sum which would erect new and suitable houses. It certainly, therefore, would be for the interest of the city and the benefit of the schools that a sufficient sum should be applied to the erection of new houses wherever needed, and thus dispense entirely with the use of rented buildings. If it was distinctly understood that three or four new buildings would be erected every year until the existing want was supplied, then the Board could determine in what part of the city the greatest need existed, and recommend action by the City Council. During the past

year the building on East Baltimore street, for English-German School No. 3, was completed, and is now occupied by about 1,000 pupils, under the charge of 21 teachers. The cost of the house was $15,413.28, and the lot is subject to an annual ground rent of $1,000. An appropriation of $18,000 was made for a new house at the northeast corner of Fayette and Greene streets, for Male Grammar and Primary Schools No. 1, and it will be finished during the summer and occupied at the opening of the schools in September. It will be commodious, well lighted and ventilated, and capable of seating 1,200 children. The yard is not sufficiently large for the number of pupils, but this deficiency will doubtless be soon supplied by the purchase of additional contiguous ground, which can be had at a reasonable price.

The houses at corner of John and Eden streets, occupied by Primary Schools No. 20, and that at the corner of Bond and Chew streets, occupied by English-German Schools No. 4, were enlarged and improved, and both are more comfortable than formerly, but the latter is still very crowded and more space is needed.

Several other applications were made for new buildings and the enlargement of old ones, but as no special appropriations were made for the purpose, the desired work was not done, except such alterations and repairs as were made by the Inspector of Buildings, who has done all in his power with the limited means at his disposal.

The Board is necessarily compelled to apply again for additional school houses.

The building on Hamburg street, occupied by English-German School No. 2, is unfit for use, and ought at once to be replaced by one that is suitable and safe. There are over 700 pupils in the school and fifteen teachers, and they are entitled to better accommodations than they are now compelled to endure.

There is also need for a new house in the eastern section of the city to supply the urgent demand for more room, and it could be erected to advantage on the vacant lot on Eastern avenue, which was leased in 1876 by the city, at an annual ground rent of $350, for this purpose.

In addition to the above, the Committee on Buildings has recommended the erection of new buildings for Primary Schools No. 23, at the corner of Gough and Wolf streets, and Primary Schools No. 29, Hill street, and the enlargement of Primary School No. 18, on Argyle avenue.

The great increase in the number of pupils in Western Female High School has uncomfortably crowded the building, and if the increase continues, it will be necessary, at an early period, either to enlarge the present building by obtaining the adjoining property, or to divide the school and erect a new one elsewhere.

Our urgent request for more school room is based upon the fact that there is not proper seating capacity for the number of pupils. Many of the class rooms contain twice the number that ought to be in them, and this serious evil cannot be avoided for the want of sufficient and suitable accommodations.

The Board will probably be compelled, as a sanitary measure for the health of teachers and children to adopt the rule existing in other cities, which fixes the seating capacity of every school building upon the basis of a sufficient floor surface and air space for each pupil, and excludes all beyond the number thus ascertained. This rule might be an inconvenience to children, and delay their education, but it would certainly be better for them to submit to the privation, rather than to try to study under the adverse circumstances in which they are now often placed. We again recommend that the Inspector of Buildings be directed to examine all the houses, with a view to furnish such additional means of ingress and egress as may be necessary to guard against danger in case of fire. Several fires have occurred during the sessions of the schools, and although no fatal accident has happened, yet there has been difficulty in escaping by the single narrow entrances in some of the houses.

HEATING AND VENTILATION.

No uniform system of heating the buildings has been adopted, but the preference of the local committees on the schools has generally been respected by the board. Many of the old houses are heated by stoves in each class room, but most of the new ones, by steam or hot

air furnaces, and an effort is made to secure better ventilation in connection with the heating apparatus. It must be confessed, however, that these efforts have generally been futile, and whilst there is a sufficient supply of heat in the schools the ventilation is very imperfect.

There might be some palliation for the continuance of this evil if there was no remedy, but when it is admitted that it might be removed at a moderate cost, and the mode is suggested, there certainly can be no reason for failing to act promptly upon such an important matter. In his recent report to the City Council, with reference to the condition of one of the school buildings, Dr. Charles W. Chancellor, Secretary of the State Board of health, says: "We do not appreciate sufficiently the magnitude of the evils produced by children breathing frequently a vitiated atmosphere, because the ultimate results are generally remote, but repeated exposures are sure to induce, or develop, a tendency to disease, especially of a pulmonary or nervous character, and to undermine slowly the firmest health.

"The langour, debility, loss of appetite, difficulty of breathing, coughs, nervous irritability and chronic affections of various kinds among pupils and teachers, especially females, are the natural fruits of exposure, day after day, to an atmosphere constantly becoming more impure from the vitiated breath of many persons, and rendered still more unfit for respiration by dust and minute particles floating in it, tending to irritate the already inflamed and sensitive membrane which encloses the air-cells of the lungs."

This is the testimony of a distinguished physician who has devoted much time to the hygienic condition of public buildings, and who is deeply interested in our schools, and his warning should not be disregarded.

During last year the Board asked for an appropriation to defray the cost of applying a system of ventilation which had been successfully tried in public and private buildings and schools, but the application was refused.

The Committees on Health and on Buildings, which have devoted much time to the examination of our school houses for the purpose of improving their sanitary condition, have reported that the desired result can be best effected by improvement in the ventilation, and the experiment has been satisfactorily tried in one or more of the old buildings by the application of an improved and inexpensive system.

The Board therefore, again asks an appropriation of $5,000, for the purpose of improving all the houses, as far as practicable, in this respect.

CONDITION OF THE SCHOOLS.

The full and satisfactory reports of the Superintendent and Assistant Superintendent show the work and progress of the schools during the past year. The former made 206 official visits to the schools of different grades, and carfully and critically examined all the classes, and gave special attention to those which most needed advice and encouragement.

These visits disclose the fact that there is a marked difference between some of the schools, resulting in part, doubtless, from the great difference in the teaching capacity and attention of teachers. But even with this drawback, on account of the inefficiency of some teachers, the past year was one of success and progress, and the most satisfactory results have followed the earnest efforts of the large majority who have labored with fidelity and zeal. The Superintendent is much encouraged by the general condition of the system, and reports perceptible advances in nearly every department.

The number of students in the Baltimore City College was 579, being a considerable increase over the previous year. The College has kept pace numerically with the progress of the general system, and the work of all its departments has been performed with ability and success. The total cost was $30,530.93, and the amount received from pupils for the use of books was $2,410.79, the cost being less and the receipts greater than during the previous year.

The addition of the fifth year to the collegiate course has proved to be a decided benefit to those who were willing to remain, and the committee hopes that no change will be made in this respect until it has been fully and fairly tested, especially as it only involves the employment of one additional tutor, at a salary of $1,000 per annum.

During the past year, the College suffered a severe loss by the death of Professor J. Asbury Morgan, Vice

Principal, who was an able and experienced teacher, and an earnest friend and advocate of liberal learning.

The *Female High Schools* continue to perform their work with success and satisfactory results. The number of pupils was 941, being an increase of 149 over the previous year, under the charge of 22 teachers. The cost of these schools was $29,613.23, and the receipts for use of book were $2,734, the expenses being less and the receipts greater than during 1878.

The regular course of study is four years, and there has been no change in the curriculum since the last report. The complaint of the Superintendent that there are too many studies both in Baltimore City College and the Female High Schools is doubtless well founded, and the Board will probably make a proper reduction during this year.

These schools continue to retain the public confidence and are increasing in numbers each succeeding year. They are appreciated by our citizens as an important and essential part of our school system, and the opposition to them is so impotent and limited, that any attempt to abolish them, or impair their usefulness, would certainly meet just and general condemnation.

The number of *Grammar and Primary Schools* is the same as during the previous year, but there has been an increase of over 600 pupils in these departments. The total cost of the Grammar Schools during the

past year was $195,466.28, and the recepts for the use of books were $19,056.49, and the cost of the Primary Schools was $205,136.64, and the receipts for books were $13,705.20.

The Committee on Grammar Schools report that they "are glad to note an improvement in most respects, especially in the subject of reading—a most important study. During the past year the character of the reading has improved in clearness, in pronunciation, and in understanding of what is read. The arithmetic has maintained its standard, and in this study our grammar schools, with a few exceptions, accomplish excellent work. The new grammar (Harvey's) has worked its way into the schools with compartive ease, and is in most essential points, well adapted to the purposes of grammar school instruction. There has been no falling off in this study, but on the contrary a perceptible advance. The proportion promoted from grade to grade during the past year has been greater than at any preceding period. The introduction of a sixth grade will, by extending the time at the disposal of each grade, enable the classes to accomplish still better results in this department."

The *Primary Schools* are under the special supervision of the Assistant Superintendent, who visits them frequently and assists the teachers and pupils in their work.

His report shows that there is a marked improvement in the regularity of attendance throughout these schools,

and truency is not as prevalent as formerly. This gratifying result is in consequence of the earnest efforts of the teachers, who appreciate the great importance of punctual attendance and who are cordially co-operating with the Superintendent to make these schools attractive and successful.

There is, also, more equality than formerly in the size of the classes in these schools, and the work, on this account, is more thoroughly done.

The rule requiring pupils not knowing the alphabet to enter the lowest grade during the months of September and February only, is benefiting this class, and if some arrangement could be made by which teachers possessing special skill in the instruction and management of young children might be induced to continue in charge of the lowest classes, and forego promotion, it would certainly be a great advantage to the schools.

There are five *English-German Schools,* containing 3,399 pupils, under the charge of 78 teachers, being an increase in the enrolled number of average attendance over the previous year. These schools are in a prosperous condition, and contain more pay pupils, in proportion to the whole number, than any other department of our system. The cost of these schools was $57,504.65, and the receipts from books were $8,918.83, the number of pay pupils being 2,934, and free pupils 465.

The liberal appropriation made for a new building for No. 2 School indicates their appreciation by the city authorities, and we hope the same spirit will continue until each school has suitable accommodations.

There are fourteen *Colored Day Schools,* containing 4,398 pupils, under the charge of 89 white teachers, besides four evening schools, containing 728 pupils, with 15 teachers, being an increase of 659 pupils.

The cost of these schools was $59,532.95, and the amount received for use of books was only $154.37, being an increase in the amount expended and a decrease in receipts since 1878.

These schools are classified in the same manner as those for white children, and instruction is given in the same grades.

Irregularity in attendance is the obstacle to greater success in these schools. Although the number of pupils has largely increased, and additional facilities have been furnished, yet the percentage of attendance has decreased from 79.98 in 1878, to 76.61 in 1879. The suggestion has been made that more regular attendance and better results could be secured by the employment of colored teachers, and a formal application has been made to try the experiment. The Board has carefully considered the subject, and is disposed to do whatever will best promote the interest and success of the schools, but it has not yet been able to organize a school

under the exclusive charge of colored teachers, because only three candidates have passed the necessary examination, and neither of them above the grade of second assistant. Whenever a sufficient number has qualified, two or more schools will probably be placed under their charge and a fair opportunity be given to test their capacity for teaching colored children.

The *Normal Class* was organized for the purpose of assisting young teachers in their professional work, and thus benefiting the schools in which they are employed. By the rules of the Board, the graduates of the Female High Schools, and all others who are selected to teach in the public schools, of the grade of second assistant, are required to attend at least twenty-six sessions of this class during the next twelve months after their election.

It might reasonably be supposed that all young teachers would voluntarily avail themselves of the advantage of this class, and be prompt in attendance. Such, however, is not the case, and the report of the Principal shows that the number of enrolled students has decreased from 132 in 1878, to 72 in 1879, with a corresponding diminution in average attendance, and that some of these do not comply with the above mentioned rule.

The class is under the supervision of an experienced Principal, with a corps of competent assistants, who are faithfully and earnestly working for the benefit of the

schools, and they should be encouraged in their work. This can be effectively done in the appointment of teachers, by preferring those who have regularly attended the class, and discarding such as refuse or neglect to perform a duty which they owe to themselves and the schools.

EXAMINATION OF TEACHERS.

The Committee on Examinations report that they have examined 226 candidates during the past year, of whom 86 passed successfully, three as principals, five as first assistants, and the remainder as second assistants in grammar or primary schools.

The standard of examination is now higher than it was formerly, and there has been an advance in the character of work executed by candidates. There are now several hundred enrolled applicants who are eligible under the rules, and are striving to secure positions as teachers, but the number is so far in excess of the demand that many will never be able to obtain an appointment. The Board recognizes the fact that the success of every system of schools, public or private, depends largely upon the character and capacity of the teachers, and it will endeavor to select from this large number, from time to time, those who are the best qualified to impart instruction to the pupils of our schools.

MUSIC AND DRAWING.

Music and Drawing are now taught in all the schools by special and the regular teachers, with great success.

The recent examination in all grades, by the Committee on Music, showed the remarkable proficiency and progress of the pupils, who are fond of this study.

The report of the Committee on Drawing, also, shows that this branch of instruction has been taught satisfactorily during the past year, and that its practical value has been realized by some of those who have passed through the schools. The Supervisor states that those of our pupils who were examined for the Cadet Engineer Corps at the Naval Academy, received the highest marks given for drawing, and that he has procured desirable employment for several of them with architects and artists of our city, and has had very favorable reports of their work.

We regard these branches of education of great value, and think they are proper to be taught in our public schools.

DISCIPLINE.

The general discipline of the schools has been satisfactory. They are governed, as far as possible, without corporal punishment, and when necessary, it is inflicted only by the principals, who are required to report to the Superintendent all cases of punishment, giving the names of the pupils and the date and cause. An examination of the report shows that most of the schools are governed by other means, and without resort to this kind of punishment.

TEACHERS' SALARIES.

No change has been made in the salaries of teachers during the past year, and we recommend the continuance of the present schedule. If any progress has been made in the past, it must be attributed to the fidelity and energy of our teachers, and they should receive a liberal compensation for their services. This is good policy and true economy, and we hope that no effort will hereafter be made to reduce the present salaries, but if any change should be made, that some of them should be increased.

NON-RESIDENT PUPILS.

The number of pupils of this class during the past year was 250, and the amount received from them was $3,308.40. By an ordinance adopted in 1874, the Board of Commissioners was directed to make the following charges for the admission of children of non-resident parents, or guardians, into the Public Schools of the city, namely: To Baltimore City College, $50.00 per annum; Female High Schools, $32.00 per annum; Grammar Schools, $16.00 per annum; and Primary Schools, $12,000, and the same to be paid quarterly in advance.

The necessity for the ordinance arose from the fact that a number of children of non-resident parents were receiving their education in our schools at the expense of the city, which was deemed inequitable to our citizens.

The principal objectors to the law are those who transact business and own considerable property in the city, but have removed to the county, for health or other reasons. They claim that they annually pay taxes to the city for the support of the schools, and therefore their children ought to be allowed to attend upon the same terms as others, and not be compelled to pay a large additional charge because they prefer to reside in the country. Some of our teachers, who are receiving small salaries, reside in the county because it is more economical, and they also complain of the extra charge for their children.

The law is almost too rigid and general, and we think it might be so modified as to allow the Board to exercise its discretion in such cases as it may deem proper.

TEXT-BOOKS.

One of the most vexatious matters in connection with the management of the public schools is the frequent change of text-books. It not only is the cause of great annoyance to committees, but is often an injury to the schools and an unnecessary expense to the public. The annual incursion of agents and publishers of school books always begets excitement, and sometimes bitter strife, in consequence of their rivalry. They generally feel it to be their duty to represent the superiority of their own books over those in use, and sometimes they succeed in effecting changes for the worse. This has caused the Legislatures of several States to enact laws forbidding such changes, except at intervals of from

five to ten years, and thus to induce special care in the original selection and introduction of books in the schools. The experience of teachers proves that most text-books owe their existence to commercial rather than educational considerations, and in view of this fact, it is probable that better results would be obtained if more oral instruction was given, and less dependence placed upon books. It is, of course, very desirable to use the best books when they are necessary, about which, however, there is always a diversity of opinion among educators; but it is generally conceded, and is undoubtedly true, that the success of a school depends more on the character and qualities of the teachers than of the books.

The report of the Committee on Books shows that but few changes were made during the past year. Arrangements were made by which Newell and Creery's Readers and the American Educational Series were retained in different departments of the schools, and Harvey's Grammars were substituted in place of Fewsmith's. Efforts were made to introduce another Geography in the place of Cornell's, but the Board refused to make the change.

The contract for books was given to Wm. J. C. Dulany & Co., at a discount of 30 per cent. off the wholesale prices, and for stationery to John B. Piet, at a discount of 66 per cent., and both contractors are satisfactorily performing their contracts. The total sum expended for books and stationery in 1879 was

$30,476.53, and the amount received from pupils for their use was $46,979.68.

PUBLIC SCHOOL LIBRARY.

This library, for the use of teachers of the public schools, was recently established by an order of the Board, and two appropriations have been made for the purchase of books. The amounts have been expended under the direction of the Committee on Books and the Superintendent, who have selected valuable works adapted to the want of those for whom they are intended.

The Library is located in the Baltimore City College, and is under the charge of Professor N. H. Thayer, who reports an increasing appreciation and interest on the part of the teachers. He has issued during the past year over 2,000 volumes to 400 persons; and in addition to these, a large number have used the reference department. Our purpose in establishing this free library was to increase the efficiency of our teachers, and thus promote the progress of our pupils, by furnishing them additional facilities for educational and general reading. There can be no doubt about the value and importance of such aids to public schools, and we feel it to be our duty to meet this proper demand by an appropriation for the purchase of additional books during the year.

TEACHERS' ASSOCIATIONS.

We again commend these associations and their important work to all teachers in our schools who desire

honor and advancement in their profession. The monthly meetings of the Central Association are now attended by our most efficient and earnest teachers, who thus co-operate for the purpose of obtaining more thorough knowledge of their work and of the best methods of imparting instruction. Frequent interchange of views upon educational subjects must be of great advantage to those who desire higher culture, and it will certainly place them far in advance of those who are so superficial as to believe that they know enough. It is often charged that public school teachers rarely participate in matters of public interest outside of their usual work, and thus fail to impress the public with a proper sense of the true merits and ability of their profession. If the charge is true, now there is no reason why it should longer continue. Many of our teachers are as well qualified, in every respect, as any other class of citizens, to take a prominent part in the discussion of subjects of public interest, and there should be no hesitation on their part in participating in all good works that will promote the welfare of the community.

The Eastern and Western Associations, composed entirely of female teachers, continue to perform their work with great success.

The Beneficial Association is composed of about three hundred teachers, and is organized for the benefit of such of their members as may need personal attention or pecuniary assistance during sickness. Its object is important, and its value has been proven during the

past year in the cases of a *number of members* who have been prevented from performing school work. The membership is confined to public school teachers of the city, who are entitled to its benefits upon the payment of $5.00 initiation fee, and $3.00 annually thereafter. All these associations are worthy the attention of the teachers, and they ought to voluntarily co-operate in a work of such great importance to themselves and the schools.

INDUSTRIAL EDUCATION.

In a previous report, the Board expressed appreciation of the voluntary instruction in the domestic and industrial branches of female education, given by some of the teachers in our schools. At the request of the President, some of them cheerfully undertook the work of teaching sewing, knitting, embroidery and other useful branches, and one afternoon in each week was devoted to this instruction of the female pupils of the schools. The experiment was successful, and satisfactory to pupils and patrons of the schools, and a general wish was expressed for its continuance.

Similar instruction is given in the public schools of other cities, as a part of the regular course of study, and the reports show that the benefits resulting are apparent in the improved appearance of the children's clothing in school, and are felt and appreciated in many homes.

Though this department may not have been within the original scope of our system of education, yet

there is no reason why it should not now be included, if it can be made useful to the children of our schools. There can be no doubt about its great value as a part of female education.

This is so generally felt, that in most of the private schools there is a department of sewing, in which such instruction is given as may be made available either for the home circle or as a means of support.

Many of our pupils will never have the opportunity of acquiring this useful knowledge at home, and must grow up in ignorance of that which is indispensable to every woman, whatever may be her circumstances in life, unless such instruction is furnished to them in our schools. Petitions have been received during the past year from some well-known citizens and patrons of our schools, asking the general introduction of this department of education in our schools, and the subject is now under consideration, and report will soon be made upon this important kind of school work.

INTESTATES' ESTATES.

By the laws of the State, the Board of Commissioners of Public Schools is entitled to receive all the funds arising from intestates' estates which may be administered in the Orphans' Court of the city, and which remain undistributed for want of legal representatives of the deceased intestates.

During the past year, the estate of Sarah A. Fowler, who died intestate and without legal representatives,

was settled by E. Beatty Graff, administrator, who paid to the Board the sum of $1,401.30, and also conveyed a lot and house on Biddle street, valued at $3,500.

INCORPORATION OF THE BOARD.

We renew the application made in our last report, that the Board be authorized to be incorporated under the general laws of the State, or by Act of Assembly, and thus be enabled to make and execute all necessary contracts, and prosecute and defend all claims and suits in its corporate capacity.

During the past few years, the members of the Board have been personally sued on several occasions for their official acts, and have been subjected to considerable personal expense in defending these suits.

We think that Commissioners should not thus be compelled to personally appear in court in defence of their official action, and the difficulty and annoyance may be obviated in the future by an ordinance authorizing their incorporation.

JOHN T. MORRIS,
President.

Semi-Centennial Celebration.

The Semi-Centennial Celebration of the Public Schools of Baltimore City took place at Druid Hill Park on Thursday, September 25, 1879.

The first school was opened on the 21st September, 1829, and it was deemed appropriate that the fiftieth anniversary of that event should be commemorated by a public demonstration. The anniversary occurred on Sunday this year, and the celebration was, therefore, arranged for the next day, but in consequence of the inclemency of the weather it was postponed.

The general arrangements were made by a committee of the Board of Commissioners, consisting of G. S. Griffith, Jr., John B. Wentz, H. B. Roemer, Wm. M. Ives and Jos. H. Gale. The programme consisted of music by the Fifth Regiment Band; singing by twenty-five hundred children of the schools, under the direction of Professor William A. Tarbutton, assisted by Professors Charles F. Percivall, J. Harry Deems and Edward F. Grady, and addresses by the Governor of Maryland, the Mayor of the City and other prominent citizens interested in public education.

It was estimated that over one hundred thousand persons were present, of whom twenty thousand were pupils of the schools.

The exercises were introduced with appropriate music, after which the following addresses were delivered:

INTRODUCTORY ADDRESS OF JOHN T. MORRIS.

We have assembled here to-day for the purpose of celebrating the fiftieth anniversary of the public schools of Baltimore city, and I congratulate you on the auspicious circumstances under which we meet and welcome you to the festival. I greet you, distinguished representatives of the State and city, eminent educators and friends of public education, teachers and pupils of our schools, and citizens of every grade and occupation who have come together for the purpose of expressing your appreciation of the occasion and testifying your devotion to the cause we celebrate. You believe that religious and political liberty depend in a great degree upon the intelligence of the people, and that is is the duty of the State to educate our children in such manner as will best qualify them to perform their duties of citizenship, and you have assembled to give expression to that sentiment.

We meet, not as the members and representatives of any political party or religious sect, but as the friends of a great educational party, which remembers with gratitude the noble worth of our ancestors, who founded

a system of public instruction for our people. We have assembled to recall and recount their good deeds, and to resolve that we will foster and perpetuate the work that they have handed down to us. More than half a century has passed since the authorities of our city first adopted an ordinance to establish public schools. It was a small beginning, and not only lacked public sympathy, but even encountered opposition. But a great change has taken place since then, not only in the schools, but in public sentiment with reference to them, and we now have a system of free public instruction, appreciated and approved by the people.

Upon this occasion it may be interesting to note some of these changes and to present a brief sketch of the origin and progress of our schools, and thus compare the past with the present. It will enable us better to appreciate the noble purpose of their founders as well as the successful care and attention which have been bestowed upon them by those who have so faithfully labored for their growth.

The earliest legislation of the State with reference to public schools in Baltimore was in the year 1826, at which time an act was passed by the General Assembly authorizing the Mayor and City Council to establish public schools in this city, and to collect such taxes as might be necessary for their support.

On the 17th of January, 1827, an ordinance was adopted by the city approving and accepting the above

act of the General Assembly, and on the 8th of March, 1828, another ordinance was adopted creating a Board of Commissioners of Public Schools, and vesting them with the power to establish schools. By its provisions six commissioners were to be elected by the two branches of the City Council annually in the month of January, who shall constitute a board, of which the Mayor was the president *ex-officio*. They were directed to divide the city into six school districts, and to establish one school in each district on the monitorial plan; each school to be divided into two departments, one for males and the other for females, and every child should pay one dollar per quarter, unless excepted therefrom by the Commissioners. The following well-known citizens constituted the first Board of Commissioners, all of whom are now deceased: Jacob Small, Fielding Lucas, Joseph Cushing, John Reese, Wm. Hubbard and John B. Morris. They were earnest, energetic and faithful to their trust, and their memory should be cherished by us who have lived to enjoy the fruits of their labor and zeal.

The ordinance vested these gentlemen with full power to establish schools, but unfortunately failed to provide adequate means for their support, and hence nothing was done during that year towards opening the schools.

The Board, however, carefully considered the important interest committed to their charge, and concluded that there was no necessity at that time to open

the number of schools required by the ordinance, and reported their views to the City Council, and accordingly, on the 6th of April, 1829, a supplemental ordinance was adopted directing the Commissioners to open "one or more schools on the monitorial plan" in their discretion, and at the same time authorized them to make certain collections from the Treasury of the State for the support of the schools. The amount thus received was only $1,431.41, and as the City Council did not make any additional appropriation, the commissioners felt reluctant to commence their work.

Realizing, however, the importance of their trust, and being anxious to do all in their power, they concluded to make the experiment with the limited means at their control. Accordingly, on the 21st of July, 1829, the Board resolved to establish four schools —two in the eastern section and two in the western section of the city—and on the 21st of September following, the first public school in Baltimore city was opened in the basement of the Presbyterian Church, then on the east side of Eutaw street, between Saratoga and Mulberry streets, and was placed under the charge of Wm. H. Coffin, who was the first public school teacher. And this is the event which we celebrate to-day. On the 28th of September, 1829, two other schools were opened on Bond street, near Canton avenue, under the charge of Thomas Randolph and Harriet D. Randolph—the one for boys and the other for girls.

The fourth school was not opened until the next year, because a suitable building could not be obtained

in the western part of the city for the purpose. The first boy enrolled in the public school was Andrew Reese, a son of one of the Commissioners, and the first girl was Miss Morrow, both of whom are with us to-day to join in this celebration and to witness the great progress made in the schools since the time they entered in 1829.

On the 7th of April, 1830, an ordinance was adopted reducing into one the several ordinances relating to public schools, and by which the powers and duties of Commissioners were increased. During that year a tax of 12½ cents on every hundred dollars worth of assessable property was levied for the support of the schools, which gave some assurance to the Commissioners that their work was appreciated and that their future efforts would be sustained.

The schools were conducted on the monitorial plan until 1839, and were designated simply public schools, there being no distinct separation between the primary and grammar schools. The schools for boys were taught entirely by male teachers until nearly twenty years after their establishment, at which time female assistants were introduced with great success. Since then female teachers have been appointed in every department of the schools, and they now constitute seven-eighths of the whole number, there being 820 teachers, of whom 704 are females.

The history of the schools during the first ten years of their existence was eventful and interesting. The

friends of the system were alternately encouraged and depressed, and every effort was made by the Commissioners to remove objections and to popularize their work. The number of pupils during the first year was 269, with three teachers, which increased until 1835, when it was 867, with eight teachers. During the next three years the number declined to 675, and there seemed to exist the necessity for some additional stimulus for the public mind, which was furnished in 1839, when a reaction occurred, and the number of pupils commenced to increase rapidly, so that during the next ten years the number increased to 6,763 under the charge of 107 teachers.

During that year, by resolution of the City Council, adopted March 7, the Male High School (now Baltimore City College) was established, in which the higher branches of English and classical literature were to be taught. This addition to the system of instruction was in response to the demand of intelligent public sentiment, and had a most important influence on the progress of the schools.

The Male High School was opened on the 20th of October, 1839, under the charge of Professor Nathan C. Brooks, a distinguished scholar and educator, and who is still engaged in the work of teaching, and participates with us to-day in this celebration.

The establishment of this school had a wonderful influence in increasing the efficacy, popularity and patronage of the system. By ordinance adopted March 9,

1866, the name of this school was changed to Baltimore City College, and the Board was authorized to confer diplomas on the graduates. Many of our most prominent and useful citizens are graduates of this institution, which is now successfully performing its work with 550 pupils, most of whom are with us to-day.

In 1844 the City Council authorized the Board to establish two High Schools for girls, and during that year the Eastern and Western Female High Schools were established—being the first schools of that grade ever organized as a part of any public school system. Their value and importance have become apparent, and they at once secured popular favor, which they still retain. These schools for the higher education and culture of women, had a marked influence on the female schools of lower grades, and contributed greatly to the success of the whole system. They also continue to perform the important work, and are represented on this occasion by many hundred graduates and pupils.

In 1843 vocal music was introduced into the schools, and it was placed under the charge of the venerable professor who is still engaged in the same service, and who will contribute to the pleasure of this occasion with the music of his pupils. In 1848 primary schools were engrafted on the system as a distinct department and grammar schools were established. All this was the basis of our present system of graded schools.

In 1851 the normal schools were established and placed under the charge of two of our most successful

female teachers, one of whom is still faithfully performing work in our schools.

In 1855 the City Council authorized the Board to establish a floating school for the education of sailors, for the purpose of benefiting the merchant service. It was organized under the joint control of the Board of Trade and the Board of Commissioners of Public Schools, and was successfully continued for several years, but during the late war it commenced to decline, and in 1865 its operations were entirely suspended and have never been resumed.

Previous to 1867 no provisions had been made by the city for the education of colored children in the public schools, but during that year and 1868 ordinances were adopted directing the establishment of separate schools for colored children, and a liberal appropriation was made for their support. Under those ordinances twelve schools have been in successful operation, containing 4,500 pupils, receiving instruction in the primary and grammar grades. The teachers of these schools are of the same grade as those in the schools for white children, and perform their work with earnestness and fidelity. The buildings and other appointments are of the same character as those used in the other departments of the schools, and every reasonable facility is furnished for the instruction of this class of pupils.

In 1873 the City Council directed the Board to inquire into the expediency of introducing the study of

the German language into the schools, and after an examination of the subject and a favorable report, several schools were organized for the study of English and German together, which now constitute the English-German schools of our system. These have been received with great favor by the public, and are successfully performing their important work.

I have thus briefly traced the history of the public schools of our city from their small beginning in 1829 to their present growth in 1879, and they now greet you with over 800 teachers and nearly 40,000 pupils. Surely we have cause for thankfulness that such progress has been made and success attained, and we cannot doubt the future of our schools.

The State and city have showed their appreciation of the value and importance of free instruction by the adoption and liberal support of systems of education that have secured the public confidence. Progress is the watchword of our schools. There is no step backward, but they move forward from year to year. The friends of public schools are everywhere ascendant, and their success in the future will be even greater than in the past. At no period in our history has the value of our schools been more highly appreciated than at the present time. They are recognized as the basis of our religious, political and social welfare.

If it be true, as we believe it is, that the general diffusion of knowledge is essential to the full preservation of the rights of the people, then free education is the

very foundation of the public fabric, and it should be broad and deep and strong. It is the duty of those in charge of every system of public instruction to so liberalize and enlarge its scope that it will fully meet the wants of the community in which it exists. The public schools are not what they once were, it is sometimes alleged; that their original purpose was only to provide elementary education for the poor and illiterate class of society, which could not pay for its instruction. We do not believe that such was the purpose or design of the founders of our educational system, but that, on the contrary, they intended to furnish the most liberal instruction to every child, such as would fit him to successfully perform his obligations to society in whatever sphere he may be called to act.

Our schools are composed of all classes in the community, with various wants and different purposes. It is in these schools that the great mass of our citizens will receive their moral and intellectual training. Let the whole community be gratified in its educational desires, each one according to his wants and preferences, and there can be no complaint of unfair discrimination. Our schools are open to all, without distinction of race, religion or party, and they should ever be kept free from the baneful result of sectarian or partisan influence and control. They must live by public sympathy and support, and should be generously sustained by liberal appropriation by those in authority, even though chronic croakers do find fault.

We recognize the truth of the noble sentiments expressed by the distinguished expounder of the Constitution, Daniel Webster, when he said: "For the purpose of public instruction we hold every man subject to taxation in proportion to his property, and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system, by which property and life and the peace of society are secured. By general instruction we seek as far as possible to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion against immorality and crime. We confidently trust that by the diffusion of general knowledge and good and virtuous sentiments, the public fabric may be secured as well against violence and overthrow as against the slow but sure undermining of licentiousness. It is every man's undoubted birthright. It is the great blessing which the Constitution has secured to him. It is his solace in life, and it may well be his consolation in death, that his country is pledged by the faith which it has plighted to all its citizens to protect his children from ignorance, barbarism and vice."

We commend to you our public schools as worthy of your confidence and support, and ask your aid in removing from them the imperfections and errors which still exist, so that they may attain that proud position which their founders intended when they declared them to be for "the honor, the happiness and the welfare of our city."

I again most cordially welcome all to this Semi-Centennial Celebration of our schools, and express the hope that such of you as may be permitted to celebrate the centennial fifty years hence will then kindly remember the festival of to-day.

GOVERNOR JOHN LEE CARROLL

Was introduced by Mr. Morris, and said:

The spectacle which is presented here to day is certainly most cheering to the heart of every man who loves his country, and feels that education should go hand in hand with the material prosperity of our nation. I congratulate you, Mr. President and gentlemen of the Board of Commissioners, not only upon the fact that you have been able to show the dry statistical figures which mark so strikingly the progress of our public schools, but that to day you can present this living mass of evidence in support of that prosperity of which we feel so justly proud. This is a scene, indeed, over which any nation and people can well rejoice, for it lays before us the fruits of earnest labor in the past, and holds out to us the bright promise of security in the future.

The point of difference between this and other celebrations in which, during the past few years, we have all been called upon to share, is that they have marked their centennial anniversary, while this can exhibit but the record of fifty years; and yet it appears to me that all the wealth and growth, the skill and industry,

of our great centennial must be based upon the education and intelligence that these fifty years have given us.

As the great Rhode Island engine in Machinery Hall gave life and motion to the countless looms and the complicated structure around it, so has the diffusion of knowledge inspired the genius and quickened the industry of our people.

Modern civilization has decided finally that no nation can afford to leave the masses of its people in ignorance; and as they cannot educate themselves, the expense must be borne by the public. This was doubtless the intention of those who framed our government, for instead of placing authority in the hands of a special class, born to rule as of divine right, they threw upon the people the necessity for improvement by giving to each one the power of obtaining the highest honors.

And so it has happened, in this regard, that what in other countries has been left somewhat to chance or accident, is here regulated and controlled by law. "We hold," said one of our greatest statesmen, "that for the purposes of instruction every man is liable to taxation in proportion to his property, and we look not to the question whether he have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which life and property and the peace of society are secured. We look for a security above and beyond the

law in the development of an enlightened moral sentiment, and knowing that our government rests upon the public will, we endeavor to preserve it by giving to that will a safe and proper direction."

And now the responsibility rests with those who have in charge our system to see that its practical workings are kept up to the standard of the past. Let them see to it that the youth of the State are provided with teachers who will impart to them not only the knowledge that may be found written down in books, but also the far more important lessons from what may be termed the unwritten law; to lead them to the knowledge of what high tone and honor demand, and compel them at all times to listen to its callings; to lay before them the necessity of learning to obey, in order that they, too, at some future day, may know how to rule; and, above all, to impress upon them the importance of their obligations to their fellow man. If this can be done in the true spirit, we have no fear but that education will continue to be the greatest source of strength that we possess as a nation.

ADDRESS OF MAYOR LATROBE.

Mayor Ferdinand C. Latrobe was introduced, and said:

Ladies and Gentlemen.—We have assembled to-day to celebrate the semi-centennial anniversary of an event, the results of which have largely contributed to the prosperity and happiness of the people of Baltimore.

The events usually commemorated in a nation's history are in some way connected with its wars for conquest or defense, and therefore inseparably associated with recollections of bloodshed and destruction. But the time has now come when the development of intelligence is being recognized as the most substantial and permanent element of public greatness; when efforts devoted to the culture and improvement of man's intellect, rather than to his extermination, are regarded as most worthy of ambition. Under such a condition of society, the celebration of the semi-centennial anniversary of the establishment of the public schools in the city of Baltimore becomes a most interesting occasion.

In the month of September, 1829, when the population of our city was 81,000, the first public schools were opened—one for males on the 21st of September, under the management of William H. Coffin, in the basement of what was known as the Third Presbyterian Church, on Eutaw street, and two, one each for males and females, were opened on the 28th of the same month, under the charge of Thomas Randolph and Harriet D. Randolph, on Bond street, near Canton avenue. The first pupil entered at the schools was Andrew Reese. The expenses of the first quarter were $767.35. The number of pupils was 254. The names of the first School Commissioners were Jacob Small, John B. Morris, Fielding Lucas, Joseph Cushing, John Reese and Wm. Hubbard.

Fifty years have elapsed; the population of Baltimore is now upwards of 350,000 people; the schools

number 127, and the number of enrolled pupils is 35,288. And I am sure that notwithstanding the large sums expended in the cause, the State has been amply repaid for its outlay. That public education is considered a part of our system of government is shown by the fact that nearly every State in the Union has regarded it as a part of its organic law. Living under a republican form of government; depending for the enactment of our laws and the choice of our executive officers upon universal suffrage, it becomes an absolute necessity to educate the masses of the people.

It was for this reason the early founders of the republic boldly enunciated the broad doctrine "that it was the bounden duty of the State not only to take care of, but to provide liberally for, the education of all her children."

The first settlers in the country, flying from religious persecution in the old world to find freedom of thought and action in the new, depending upon self-government for the organization of the State, recognized the necessity of intelligence and education.

In less than thirty years after the landing of the pilgrims at Plymouth, one of the earliest laws enacted was "that in every township of fifty families competent persons should be employed to teach the children, and when the number of children increased to one hundred, a free high school or grammar school, as it was then called, should be maintained, in which the

youth should be instructed in more liberal studies and fitted for the university." That was the first law ever enacted in this country for the establishment of free schools.

As it increased in population, and from a few settlers in the wilderness grew from colonies into States, which, after a great struggle in arms, achieved their independence and formed a mighty nation, the value of education continued to be recognized as the keystone of popular government. Wm. Penn, the founder of Pennsylvania, admonished the colonies to educate the people. Washington, the Father of his Country, said: "Educate the people, the whole people." Jefferson, the author of the Declaration of Independence, gave the same advice, and devoted the latter portion of his life to the establishment of a system of public education in his native State.

Profound statesmen at that early day realized that the maintenance of liberty was dependent upon intelligence, and that the time was rapidly passing when mighty armaments would constitute the strength of a nation, and when the true greatness would consist not only in its national prosperity, but also in the wide diffusion of knowledge among its people, for the former is in a great measure, I might also say absolutely, dependent upon the latter.

As a people increases in numbers, and gathers, as is the nature of man, into large communities or centres,

universal or manhood suffrage, without education, will lead from mob law to violence, tyranny and despotism. The extraordinary growth and prosperity of the Western States is an apt illustration of what can be accomplished by the enterprise of an intelligent people. Settled as most of them are by the flowing population of New England, where popular education is so strictly enforced by law, the emigrant carried with him to his frontier home the great idea that intelligence is the corner-stone of every prosperous community. Every village had its school-house, and as villages became towns, and territories States, ample provision was made in the organic law for educating the people.'

Go where you will throughout these great western commonwealths, teeming with a most enterprising population, the land actually flowing with milk and honey, the abundant harvests furnishing food for half of Europe, the extraordinary growth of their great cities, actually among the wonders of the world, and you find everywhere, in the smallest country village and the greatest centre of wealth and commerce, that the education of the people is regarded as an absolute essential in the organization of society.

We have but to look around us at the numbers taking part in this celebration to realize that popular education has a stronghold in the hearts of the people of Maryland and Baltimore. The 35,000 pupils enrolled constitute in themselves one-tenth of the population of the city; the average annual increase in the number of scholars is over 1,000, requiring proper facilities in the

erection of school-houses for their accommodation. For fifty years has the system been fostered and maintained; few of us on this platform will probably live to see its centennial anniversary, but there are many among you children who will in 1929 remember this occasion. And although no longer young and light-hearted as you are to-day, with neither cares nor responsibilities, you will, perhaps, as old men or women, visit this spot and recall the events which took place here fifty years ago. I think you may find then that the Baltimore and Maryland of the twentieth century will yet cherish the institution of free public education as the one great bulwark that will ensure a continuance of the liberties and happiness of the people.

FRANCIS T. KING'S REMARKS.

Mr. Francis T. King said: While standing before you and looking over the vast crowd of young faces one idea is especially prominent and gives this assembly a character peculiarly its own.

It is not the hope and eagerness of youth, nor the beauty of nature in the bright autumn air, though both are around us, but it is the fact that you have been brought here to-day distinctively as public school scholars. Do you know all that this implies?

Let me tell you in a few words. It not only means that you are being educated, but it also means that you are being educated as American citizens—it means that from your earliest childhood your country is interested

in your welfare, and is striving to fit you to fill worthy places in it.

Now, what do you owe her in return? Not dollars and cents—they cannot pay the debt—but ardent patriotism, honest citizenship and faithful service are the best returns for her solicitude and care.

Our public school system is our proper boast and our chief hope for the future. It more than anything else insures that liberty which the Constitution sets forth. For what avails it to offer a secure home, an unlimited franchise and equality to all men if the mind is dwarfed and dulled by ignorance and prejudice, so that the true object of all these blessings is not known? A great historian in speaking of the fall of the Roman republic and the rise of empire and pointing to that period of history as an important lesson for future ages, says: "In fact a free government is only possible when individual men can govern their own lives on moral principles, and when duty is of more importance than pleasure, and justice than material expediency."

We have the free republic, but let us heed the warning of the historian.

There is one other point which your coming together suggests. It is a great thing to be thus early identified with the progress of the country, it is a great thing to become an American citizen with all its advantages and responsibilities, which your present posi-

tion as public school scholars points to; but wide as our land is, and great as are its resources and institutions, there is another tie that binds you, other and broader interests, which you have apart from country or Constitution—the ties of a common humanity. Living at a period when the practical inventions of science have connected all parts of the globe, and bring tidings from everywhere, our hearts must throb in sympathy with the victims of famine and pestilence, our minds must be quickened by hearing of new discoveries and inventions, our aspirations must soar higher at the tales of heroism and self-sacrificing labor, or shrink from and be lowered by hearing of crime and wrong. So the whole world is bound together in a common brotherhood.

In closing, let me impress upon you this great truth —"He is the best citizen of earth whose citizenship is in Heaven."

REMARKS OF HON. J. MORRISON HARRIS.

Hon. J. Morrison Harris said that the request of the chairman that the speakers should occupy but a few minutes was most proper and would be strictly followed by him. He was there to show his earnest sympathy with the occasion and the cause. When he looked out upon this magnificent gathering, this multitudinous outpouring of children and teachers and friends, and contrasted the present and the past, he felt that speeches were not needed to heighten the popular

enthusiasm or to convince the general mind that near and dear to the heart of this community are our public schools.

He offered his heartiest congratulations to those who, in the past and present, had given their intelligent and hearty labor to the increase of their efficiency, and referred with warm commendation to his friend Mr. Morris, who had contributed in so marked a manner to their great success.

He said that the occasion and the scene before him made irrisistible appeal to every man of reflection and sensibility, and gave splendid illustration of the faith of the people of Baltimore in that grand underlying principle and necessity of a free people—popular education; that grandest buttress of liberty; that influence mightier than the sword to build up and conserve the State; that potency of the people, with all its deviating and purifying influences, without which self-government must be a failure and republics could not exist.

In concluding, he urged as a personal good and public duty, the fealty of all to our public school system; the exercise of wisdom in its supervision and control; the correction of any errors that may mark it, and a more general and earnest effort so to strengthen and enlarge it, that the future may yet more firmly establish it in the hearts of the people and crown it with the general benediction.

REMARKS OF PROF. M. A. NEWELL.

Prof. M. A. Newell said: The city of Baltimore has a great pride in her public schools. As the schools of 1829 are to the schools of to-day, so shall the schools of to-day be to the schools of 1929.

Our schools are good, but they are not perfect. If they would continue to live they must continue to improve. Stagnation is death, and if you ask me in what direction this improvement is to take place, I would say in the closer alliance of educated intelligence with manual industry. If in the past, education has been looked up to as the redeemer of mankind from the necessity of physical labor, the education of the future must be the handmaid and bond-servant of the workingman. If the past aim of the schools has been to prepare men to be teachers, lawyers, doctors and preachers, the schools of the future will give them equal preparation for becoming farmers and mechanics. I hope I shall not be misunderstood: Our public schools do not make physicians, neither can they make farmers; but the education of the future must not be monopolized by the non-working minority. Whatever can be taught in school to make a man a better worker must not be denied him, and the education of the hand must be allowed its place alongside of the education of the brain. The past century has set us free from the old dogma that "ignorance is the mother of devotion." The coming century must deliver us from the equally absurb superstition that ignorance is the mother of industry. It most prove by experiment that

there is no incompatibility between the highest intellectual culture and the severest forms of physical labor. I have no doubt that our schools will prove themselves equal to the task which the future will set them. Cherish them, my friends, as the anchor of our hope, the bulwark of our institutions. God grant that under their fostering care "our sons may be as plants grown up in their youth, that our daughters may be as corner stones polished after the similitude of a palace."

THE FIRST SCHOLAR—EARLY RECOLLECTIONS BY MR. ANDREW REESE.

Mr. Andrew Reese, the first scholar admitted to the public schools of the city, alluded to in Mr. John T. Morris' address, prepared a paper containing some of his early recollections, which was read as follows:

The president of the Board of School Commissioners has requested me to write out some of my early recollections of the first public school, and I have briefly attempted to comply with his request. The first public school in the city was opened on the morning of September 21st, 1829, under the charge of Mr. Wm. H. Coffin, in the basement of the Rev. Dr. Musgrave's church, situated on Eutaw street, between Mulberry and Saratoga streets, in the building now known as St. Mark's Lutheran Church.

The attendance on the first day consisted of seven as likely boys as ever graced a first-class college—though the opinion of a great many at the time was that none

but the lower classes of society would send their children to their public schools. The warmest advocate of public school instruction at that time was the venerated father of John Reese, who was the first to suggest public instruction, and first to advocate it in the City Council, and who was also one of the first public school commissioners.

I have heard him recommend to the other commissioners that each of them should send their sons to the schools, in order to give them (the schools) both character and standing, and so I was selected to give No. 1 a good send off. And there was I, on the first day—or rather, on the 21st—the first boy in the first public school in Baltimore. What recollections crowd upon the memory at the thought of having been the first boy! I had this advantage, however; I was the best looking, I was the farthest advanced, I was at the head of every class—and, in short, I was the best and only boy in school, and could lick all the rest. And such a school—one teacher and one scholar—no piles of marbles, tops, or confiscated taffy, adorned the teacher's desk.

Not even the rattan had been purchased, and as for books, a school with but one scholar could not expect to create much of a contest between Kelly & Piet and Bond and Dulany to supply it with stationery. It was a grave old school. As every house has a skeleton in its closet so were we reminded of our latter end—in the absence of the rattan—by having a *Coffin* con-

tinually before us. But here comes Commissioner Cushing with another boy, and it looks very much like Joseph Whitney. So here were Joe and I on our good behavior giving character to the school, and the afternoon and morning wore away, and the first public school of Baltimore was established.

The school was next door to the old New Market engine house. On the opposite side of the street, extending from Saratoga to Mulberry streets, was a lumber yard—the play-ground and hiding place of the boys, behind the huge lumber piles of which they ran to escape the wrath of old Billy Dixon, a diminutive vender of soap and candles, who carried his box on his back, and whom the boys loved to tease with the following refrain :

"Old Billy Dixon, poor old man,
Sold his wife for an old tin pan!"

Billy could not stand the soft imputation of having disposed of his better half in that way, and was always ready to show fight whenever the boys assailed him. Another prominent character of the day was known as Fippennybit Johnson, a dealer in blacking and ink, and who also came in for a goodly share of teasing. Old Hagar and Mrs. DeHoff were also the recipients of the boys' tender regards. But the most popular old lady of the day was Mrs. Avese, the French taffy woman, who wore a gold ring in her nose, and who exchanged taffy for well written, well blotted copy books, with which she used to wrap up her sweet wares. The books used in our school were Heazen's symbolical

primer, Heazen's speller and definer, Murray's grammar and Randolph's arithmetic.

The furniture of our schools was not of a very costly character, the whole outfit having been purchased for the sum of $60. The school was conducted on the monitorial plan—that is to say, the furthest advanced boys taught the younger ones, while the teacher, in turn, instructed them. The rent paid for our school room was $140 a year. A Mr. Williman took charge of the school after Mr. Coffin's "undertaking" a female school. But Mr. W. did not remain long as principal of No. 1. He was succeeded by a jolly old Irishman named McCurdy, who used to bring the boys to order with a dog-whistle and a sound thrashing, but who, withal, was a first-rate teacher.

The most popular active games of the boys in those days were "shinny," "prisoner's base" and "hickenny dickenny," which last game was never known to have been played elsewhere. The game of base-ball at that day was unknown, and it is a great pity it was ever invented. Our Saturday play ground was over the reservoir, which was underground and arched over, on the lot opposite the Cathedral, part of which is now covered by the residence of ex-Governor Swann. One of Saturday's amusements was to fight the Old Town boys a stone battle, and when No. 1 boys took the field the "Old Towners" had to leave Howard's Woods. But I fear I am making my recollections too long, so I will close by wishing continued success to the public

schools, its commissioners, its teachers and its scholars; and may you live to celebrate the centennial of the Baltimore public schools.

Brief addresses were also made by Mr. Michael Connolly, who was appointed a teacher in the public schools in 1834; Hon. Frank P. Stevens, Chairman of Committee on Education of City Council, and Mr. Joseph Thompson, who was a member of the first graduating class in City College in 1851.

At the close of the exercises at the stand, the immense audience began to disperse and return to the city, though many remained to witness the military drill of Baltimore City College Cadets, who had performed escort duty during the day, and were warmly commended for their appearance and deportment.

Thus ended one of the most imposing and successful demonstrations ever witnessed in our city—an interesting and significant epoch in the history of our schools which will never be forgotten by our citizens.

TABLE.

TABLE

Containing the location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

Schools.	Location.	Size of Lot.	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
Balto. City College...	Howard street, opposite Centre.....	120x200	100x162	$3,600 00	$134,000	1874
E. F. High School...	Aisquith and Mullikin streets.....	102x216	102x91	540 91	97,805	1868
W. F. High School..	Fayette street, near Paca.....	98x144	77x132	1,188 00	60,000	1858
Male Gram. & P. No. 1	N. E. corner Fayette and Green streets ...	91^{3}x102	61x96^{7}	354 00	17,350	1880
" "	" " " "	Wing.	22x33^{2}			
F. Gram. & P. No. 1.	S. W. corner Fayette and Green streets....	77^{6}x170	50x130	1,094 75	29,520	1875
Grammar No. 2.....	S. W. corner Broadway and Bank street...	100x141	52x72	244 44	10,000	1834
" & P." 3.....	West side High street, north of Fayette....	80x167	50x145	918 00	28,863	1875
" " 4.....	East side Sharp street, near Montgomery ..	100x155	56x85	600 00	20,000	1869
" " 5.....	S. W. cor. Greenmount ave. and Eager st..	66x150	55x100	600 00	17,000	1872
" " 6	N. E. side Division street, near Lanvale...	104^{2}x171^{3}	55x120	800 00	28,338	1877
" " 7.....	S. E. cor. Chesapeake and Hudson streets..	80x100	32x50	In fee.	8,000	1853
" " 8.....	North side Hollins street, near Fulton.....	139x129	54x112	700 00	19,512	1877
" & P." 9.....	East side Courtland street, near Saratoga..	90x90	44x90	In fee.	18,350	1868
" " 10.....	S. E. corner William and Warren streets...	70x140	44x103	175 00	17,900	1850
" " 11.....	N. W. corner Jefferson and Bond streets..	70x104	44x63	In fee.	10,000	1845
" " 12.....	South side Ridgely street, near Fremont...	124^{1}x155	73x125	620 67	29,265	1877
" " 13.....	East side Aisquith street, near Mullikin....	55x180	44x100	25 00	20,000	1870
" " 15.....	East side Carrollton ave., near Lexington st.	88x160^{4}	48x120	400 00	25,000	1860
" " 17.....	East side Washington street, near Fayette.	93x134	52x67	372 00	17,000	1871
" " 18.....	North side Mulberry street, near Fremont.	87^{8}x134	54x85	350 67	20,000	1868

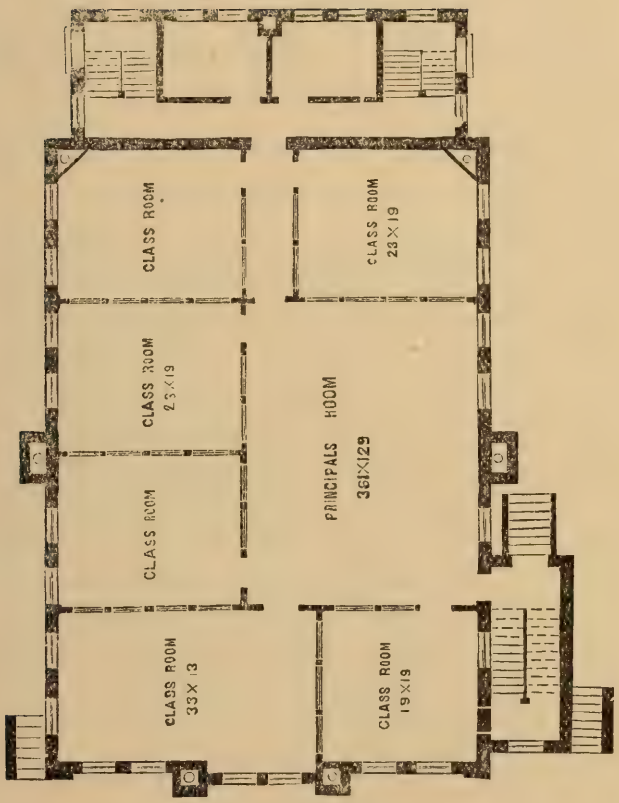
TABLE

Containing the Location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

Schools.	Location.	Size of Lot	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
Gram. and P. No. 19.	East side Park avenue, near Preston street.	91⁶′x150	68x103	$549 00	$32,000	1869
" " 20.	N. W. corner John and Eden streets.....	100x176	51x145	536 00	32,000	1868
Grammar No. 21....	N. E. corner Presstman and Gilmor streets.	102⅝′x116¼′	55x90	620 00	19,741	1876
English Ger. No. 1...	East side Druid Hill av., near Biddle street.	75x100	44x100	150 00	15,000	1841
" " 3...	North side Baltimore street, near Aisquith.	90x170	54x118	1,000 00	15,026	1879
" " 4...	S. E. corner Bond and Chew streets.....	80x80	34x50	130 00	8,000	1864
" " 5...	West side Fremont street, near Lombard...	74x150	44x65	In fee.	10,000	1843
Primary No. 2.....	N. E corner Gough and Stiles streets.....	75x92	44x68	250 00	10,000	1854
" " 4.....	N. E. corner Hanover and Lee streets.....	80x76⅚′	52x76	210 00	10,000	1834
" " 5.....	S. E. corner Broadway and Chew street ...	120x120	60x113	600 00	18,791	1876
" " 6.....	East side Ann street, near Canton avenue	65x140	46x100	112 50	14,831	1878
" " 7.....	North side Mullikin street, near Aisquith..	74x80	45x65	In fee.	6,000	1864
" " 8.....	East side Caroline street, near Lombard...	57x92⅚′	32x50	171 00	3,000	1855
" " 10.....	North side Hollins street, near Schroeder..	60⅝′x134	46x70	200 00	5,000	1855
" " 11.....	N. E. corner Pierce and Schroeder streets.	60x100	34x75	180 00	8,000	1854
" " 12.....	S. W. corner Barre and Warner streets....	85x118	47x84	268 00	18,000	1870
" " 13.....	North side Jefferson street, near Caroline..	83⅙′x80	32x80	200 00	6,000	1855
" " 14.....	East side Eutaw street, near Preston	45x150	33x60	200 00	6,000	1855
" " 15.....	S. W. cor. Saratoga st. and Carrollton ave..	100x150	54x72	700 00	22,800	1872
" " 16.....	N. E. cor. Harford avenue and Chew street.	105x158	56x113	792 00	21,451	1876
" " 17.....	S. W. corner Light and Poultney streets...	63x94	50x72	217 00	10,000	1875

" " 18.....	East side Argyle ave., near Lanvale street..	60x140	45x50	195 00	7,000	1858
" " 21.....	East side Pennsylvania ave., cor. Robert st.	79⁶″x155	50x80	320 00	18,500	1869
" " 22.....	South side Ramsay street, near Scott.....	71x128⁶″	45x75	177 50	11,000	1855
" " 23.....	N. E. corner Gough and Wolf streets.....	75x95	35x50	150 00	5,000	1852
" " 25.....	West side Caroline street, near Bank.....	76x90	45x65	134 00	5,000	1867
" " 26.....	North side Orleans street, near Bond.....	84x75	50x65	126 00	15,000	1874
" " 27.....	S. W. corner Fayette and Chester streets..	92x120	48x67	275 00	18,000	1869
" " 28.....	N.W. cor. Battery ave. and Clement street.	75x82	43x56	270 00	12,000	1869
" " 29.....	North side Hill street, near Sharp.....	48x90	34x50	192 00	6,000	1854
" " 30	North side Hollins street, near Fulton.....	150x129⁶″	55x72	750 00	15,618	1874
Col'd Gram. No. 1 Col'd Pri. M. No. 1	East side Holliday street, near Lexington..	52x107⁶″	52x80⁶″	153 00	10,000	....
" " F. " 1..	North side of Saratoga street, near St. Paul	30x193	30x40	600 00	2,000	....
" " No. 2....	East side of East street, near Douglas.....	75x105	49x77	25 00	14,809	1874
" " " 3.....	S. E. cor. Howard and Montgomery streets	50x104	40x64	120 00	10,000	1872
" " " 5.....	South side Eastern avenue, near Broadway	51x60	51x60	93 75	3,000	....
" " " 6.....	North side Barre street, near Eutaw.....	60x112	40x80	300 00	15,000	1854
" " " 7.....	North side Waesche street, near Fremont..	143⁹″x120	59x120	480 00	22,074	1877
RENTED.						
Male Gram. No. 1...	188 Franklin street	.....	Rented.	900 00	.....	1879
Female Gram. No. 16.	Locust Point.....	.....	"	150 00	....	1852
English-Ger. No. 2..	174 Hamburg street.....	.....	"	900 00	.....	1875
" " 3..	St. Stephen's Church.....	.....	"	300 00	.....	1877
" " 4..	342 North Broadway.....	.....	"	420 00	.....	1878
Male Primary No. 1	Cor. Greene and Mulberry streets.....	.....	"	1 200 00	.....	1879
Female " " 32	Chesapeake street, near Hudson.....	.....	"	144 00	.....	1877
Colored No. 4.....	Biddle street, near Pennsylvania avenue...	....	"	1,180 00	.....	1877
Vacant lot.....	Greene street, near Pratt.....	.....	Leased.	500 00	.....	1866
"	Cor. Eastern avenue and Burke street	.....	"	350 00	.....	1876
	Total ground rents	.....	.....	$24,880 19		
	Total value of build'gs, actual and estimated	.....	.....	.....	$1,169,544	
	Total amount of rents.....	.....	.....	$5,194		

Male and Female Grammar School No. 21, Cor. Gilmer and Freestman Streets.



Ground Plan of No. 21.

REPORT

OF THE

COMMITTEE ON ACCOUNTS

TO THE

Board of Commissioners of Public Schools.

Your Committee on Accounts would respectfully report that they have carefully examined the accounts of the Secretary of the Board; compared them with the annual statements of the Principals of the several schools, and find them correct and exact to a cent.

The Secretary has received from the several schools of all grades during the fiscal year ending December 31, 1879, for the use of books, the aggregate sum of $46,979.68, all of which has been duly returned to the City Register, who has receipted for the same.

The Committee submit the following tables, showing the amounts received for school purposes, and from what sources; also the amount expended, and for what items; and an itemized statement of the expenditures for each school, a schedule of salaries of officers and teachers, &c.

G. S. Griffith, Jr.
Jno. L. Lawton,
Wm. M. Ives,
H. B. Roemer,
William C. Atkinson.

TABLE A.

Received for School purposes:

From City Collector (taxes)	$404,339	37
" State Treasurer for white schools	121,118	72
" " " for colored schools	18,558	44
" white pupils for use of books	46,825	31
" colored " " "	154	37
" Jno. F. Plummer, interest on legacy	129	59
	$591,125	80

TABLE B.

Expended by the Board for white schools:

For salaries	$451,760	95
" rents and ground rents	26,635	45
" books and stationery	28,347	64
" heating apparatus and repairs	8,783	99
" furniture	5,256	29
" fuel	9,952	66
" repairs and cleaning	3,601	67
" incidentals, printing, &c	6,126	37
Total for white schools	$540,465	02

TABLE C.

Expended on account of colored schools:

For salaries	$49,186	20
" repairs and cleaning	571	02
" books and stationery	2,128	89
" rents and ground rents	3,321	75
" heating apparatus and repairs	837	98
" furniture	1,638	35
" fuel	1,660	36
" incidentals, printing, &c	188	40
	$59,532	95

TABLE D.

Expended by the Inspector of Buildings for new school buildings and repairs of buildings:

For general repairs for 1879		$16,968 26
" deficiencies, account of 1878		2,857 35
" repairs to No. 27 Primary		782 06
" new building, English-German No. 3		15,413 28
" new Male Grammar and Primary No. 1		4,150 67
" addition to No. 20		3,155 25
For white schools		$43,326 87
For retaining wall No. 7 colored	$271 50	
" additional rooms for No. 1 col'd	298 85	
		570 35

TABLE E.

Summary statement of expenditures:

By the Board for white schools		$540,465 02
By the Board for colored schools		59,532 95
		$599,997 97
By Inspector of Buildings, white schools	$43,326 87	
By Inspector of Buildings, colored schools	570 35	
		43,897 22
		$643,895 19

TABLES,

Showing the Itemized Expenditures for each of the Several Schools; the Total Expenditure for each, and the Amount Received from each School for the Use of Books.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c	Total.	Received from Pupils.
General Expense.....	$15,053 00	88 70	171 96	1,994 00	.....	13 25	.....	3,699 40	21,020 31	.....
Baltimore City College..	24,281 00	209 29	1,451 77	3,600 00	47 50	86 75	322 66	531 96	30,530 93	2,410 79
East. Fem. High School.	11,117 00	97 46	631 54	540 91	85 75	266 78	264 38	166 72	13,170 54	979 00
West. " " " .	12,912 00	31 15	1,076 27	1,188 00	141 34	440 45	248 63	404 90	16,442 74	1,755 00
Male Grammar No. 1...	5,598 75	37 25	535 13	364 50	128 45	.....	63 82	23 50	6,751 40	734 25
" " " 2...	5,411 00	79 95	600 62	122 22	47 88	71 00	67 06	4 45	6,404 18	583 90
" " " 3...	4,368 00	32 20	365 45	234 00	24 74	5 25	83 26	6 00	5,118 90	341 00
" " " 4...	5,007 00	41 74	368 84	300 00	39 76	5 25	93 46	114 00	5,970 05	496 00
" " " 5...	3,834 75	20 15	196 28	300 00	46 02	10 50	106 19	.....	4,523 89	131 50
" " " 6...	5 580 00	17 87	493 48	400 00	33 20	25 25	138 02	.....	6,687 82	1,311 00
" " " 7 ..	2,782 50	10 00	312 81	.....	24 69	.....	43 00	3 50	3,176 50	185 00
" " " 8...	5,100 00	17 30	543 34	350 00	422 90	12 50	98 02	.....	6,544 06	484 50
" " " 9...	3,837 00	19 60	267 84	.....	74 71	.....	70 85	3 00	4,273 00	345 50
" " " 10...	5,029 50	66 70	400 66	87 50	61 65	227 30	66 57	12 00	5,951 88	235 10
" " " 11...	4 511 75	14 08	468 17	.....	19 20	5 25	70 78	4 50	5,093 73	250 00
" " " 12...	5,493 25	18 75	535 49	310 50	225 97	.....	157 59	15 70	6,757 25	222 30
" " " 13...	4 347 75	45 72	379 39	12 50	69 10	.....	64 47	7 25	4,926 18	393 80
" " " 15...	6.517 50	64 05	922 91	200 00	158 66	23 95	109 38	34 29	8,030 74	1,154 25
" " " 17...	4,350 50	26 00	385 82	186 00	68 40	12 45	88 06	37 59	5,154 82	538 83
" " " 18...	4,112 25	15 00	300 11	175 34	21 13	.....	88 77	25 85	4,738 45	348 30
" " " 19...	4,152 25	26 00	444 41	137 31	50 53	70 35	49 45	12 00	4,942 30	801 75
" " " 20...	5 026 00	30 10	599 95	120 00	160 56	411 75	103 15	32 50	6,484 01	412 50
" " " 21...	4,457 50	17 90	307 14	310 00	50 87	60 50	94 06	1 75	5,299 72	668 25

English-German No. 1..	7,590 00	35 00	582 19	150 00	132 05	.....	90 12	7 75	8,587 11	879 00
" " " 2..	8,967 20	94 00	776 57	1,200 00	103 57	5 25	158 17	.....	11,304 76	2,060 00
" " " 3..	10,533 75	70 90	1,111 34	1,000 00	1,825 00	2,186 80	114 78	213 73	17,056 30	2,785 83
" " " 4..	8,296 60	34 75	528 69	550 00	56 66	30 05	142 10	.....	9,638 85	1,618 50
" " " 5..	9,794 25	43 45	777 88	.....	127 78	20 00	131 35	22 92	10,917 63	1,575 50
Saturday Normal Class..	824 00	.....	.....	.....	.....	.....	.....	.....	824 00	.....
Female Grammar No. 1.	5,700 00	19 93	348 36	547 19	13 09	.....	137 16	28 19	6,793 92	1,329 00
" " " 2.	4,128 50	76 15	471 35	122 22	61 52	.....	73 06	7 40	4,940 20	294 00
" " " 3	3,192 00	32 70	232 23	234 00	23 79	.....	72 90	8 00	3,795 62	328 75
" " " 4.	4,124 50	46 35	268 93	300 00	31 00	103 30	84 76	95 10	5,053 92	517 25
" " " 5.	3,582 00	27 00	277 99	300 00	55 35	9 00	99 47	.....	4,350 81	144 00
" " " 6.	4,114 00	16 15	279 67	400 00	30 00	34 40	137 77	5 00	5,016 99	965 00
" " " 8.	4,256 25	10 80	603 13	350 00	420 75	5 25	103 87	3 00	5,753 05	532 25
" " " 9.	2,661 00	41 42	201 80	.....	81 17	.....	70 65	3 00	3,059 04	228 00
" " " 10.	4,045 50	34 78	377 08	87 50	73 51	.....	84 92	.....	4,703 29	318 76
" " " 11.	3,643 00	27 56	440 36	.....	29 70	101 25	71 50	.....	4,313 37	247 00
" " " 12	3,639 50	2 00	288 62	310 17	252 10	5 25	151 89	.....	4,649 53	192 00
" " " 13.	4,618 00	66 45	609 31	12 50	64 36	5 00	70 47	6 25	5,452 34	673 00
" " " 15.	4,976 35	60 24	584 58	200 00	158 25	3 00	109 18	6 05	6,097 65	859 00
" " " 16.	1,494 00	35 00	103 07	150 00	15 00	.....	21 38	.....	1,818 45	62 00
" " " 17.	4,126 00	38 32	391 05	186 00	63 91	18 75	93 26	47 25	4,964 54	647 25
" " " 18.	3,247 00	26 77	245 76	175 33	.....	12 00	85 77	23 30	3,915 93	371 00
" " " 19.	3,097 75	27 25	263 24	137 26	57 96	102 70	54 11	1 00	3,741 27	691 50
" " " 20	4,125 00	15 10	572 63	120 00	168 84	200 00	109 15	42 95	5,353 67	254 00
" " " 21.	3,971 30	14 35	364 31	310 00	66 84	43 50	88 51	5 00	4,863 81	765 00
Male Primary No. 1....	4,413 60	34 24	112 75	514 50	100 96	.....	63 56	70	5,240 31	669 25
" " " 2....	2,225 50	92 86	178 38	125 00	50 51	7 50	56 37	2 25	2,738 37	53 24
" " " 3....	3,135 25	44 22	164 93	225 00	17 00	5 00	72 90	5 00	3,669 30	222 75
" " " 4...	3,122 00	35 59	149 19	105 00	25 20	24 80	105 46	.....	3,567 24	276 00

TABLES—Continued.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c	Total.	Received from Pupils.
Male Primary No. 5....	4,564 75	10 50	161 37	300 00	152 24	8 10	168 65	11 35	5,376 96	79 00
" " " 6....	3,186 50	19 50	89 50	56 25	35 0[illegible]	.....	92 75	1 75	3,481 27	356 50
" " " 7....	2,318 00	40 00	65 87	.....	59 2[illegible]	20 00	40 00	.....	2,543 12	196 25
" " " 8....	2,555 75	27 05	110 93	85 50	45 2[illegible]	.....	46 18	3 75	2,874 39	122 25
" " " 9....	1,714 50	51 70	99 30	.....	37 50	.....	52 00	9 50	1,964 50	80 00
" " " 10....	2,865 25	17 00	95 62	100 00	41 64	4 05	90 93	3 60	3,218 09	57 50
" " " 11 ...	2,606 15	25 35	57 07	90 00	19 20	... .	93 32	.....	2,891 09	144 25
" " " 12....	3,245 00	15 50	137 85	134 00	60 65	7 25	83 91	8 00	3,692 16	182 00
" " " 13...	2,705 50	10 75	95 78	100 00	14 00	.....	70 77	.....	2,996 80	61 00
" " " 14....	2,981 50	50 05	142 46	100 00	67 38	6 75	65 39	9 50	3,423 03	457 50
" " " 15....	4,608 75	20 50	222 89	350 00	52 00	.....	102 10	.....	5,356 24	667 37
" " " 16....	3,645 00	17 72	92 38	396 00	30 00	.. ..	158 88	.....	4,339 98	78 00
" " " 17....	4,138 00	26 60	81 09	108 50	57 46	.....	120 94	12 00	4,544 59	225 50
" " " 18....	2,375 00	22 45	84 07	97 50	48 44	9 65	53 48	5 50	2,696 09	487 25
" " " 19....	2,257 25	31 75	73 00	137 21	46 61	84 35	43 00	10 35	2,683 52	226 00
" " " 20....	3,621 50	13 05	105 14	120 00	63 14	5 00	103 14	37 94	4,068 91	250 50
" " " 21....	3,535 45	25 00	90 94	160 00	57 86	7 05	90 91	7 25	3,974 46	357 90
" " " 22....	3,111 00	20 65	82 61	88 75	59 00	22 50	86 50	12 50	3,483 51	39 00
" " " 23....	3,183 00	23 35	151 22	75 00	57 19	12 38	76 23	.....	3,578 37	352 22
" " " 25....	2,193 75	53 75	88 55	67 00	30 00	.....	55 79	37 65	2,526 49	105 00
" " " 26....	2,508 00	13 50	59 73	63 00	24 90	.....	67 06	.....	2,736 19	138 85
" " " 27....	3,074 60	32 20	53 83	137 50	60 80	11 00	111 31	20 75	3,501 99	332 35
" " " 28....	3,170 00	45 47	67 69	135 00	39 36	.....	116 10	11 80	3,585 42	49 00
" " " 29...	2,223 00	19 92	42 45	95 00	23 60	....	72 26	75	2,477 98	44 75
" " " 30....	3,526 20	14 93	122 77	375 00	35 75	.....	80 03	.....	4,154 68	278 50

Female Primary No. 1..	5,508 00	3 75	126 98	547 57	12 00	77 00	132 50	.....	6,407 80	959 37
" " " 2..	2,226 50	78 05	186 73	125 00	45 07	.....	56 37	.....	2,717 72	77 00
" " " 3..	3,213 00	29 50	62 55	225 00	17 00	.....	72 90	5 00	3,624 94	273 85
" " " 4..	2,983 00	32 86	44 89	105 00	23 54	8 10	104 40	.....	3,301 79	335 75
" " " 5..	4,483 75	7 50	125 85	300 00	215 13	4 05	180 05	4 50	5,320 83	119 00
" " " 6..	3,190 00	18 12	128 30	56 25	31 94	4 05	109 53	5 00	3,543 19	304 25
" " " 7..	2,243 00	15 00	48 14	.....	44 49	15 00	46 18	.....	2,411 81	157 05
" " " 8..	1,954 75	53 35	31 91	85 50	59 78	7 50	64 44	.....	2,257 23	140 75
" " " 9..	2,710 25	17 02	45 51	.....	60 81	.....	52 00	1 50	2,887 09	102 00
" " " 10..	2,649 95	19 25	105 72	100 00	48 91	14 60	76 55	4 00	3,018 98	144 25
" " " 11..	2,546 75	37 87	63 29	90 00	20 00	15 00	92 77	.....	2,865 68	125 55
" " " 12..	4,243 50	21 50	269 93	134 00	93 85	79 85	84 32	.....	4,926 95	142 50
" " " 13..	2,298 10	10 50	83 45	100 00	14 35	.....	74 55	4 50	2,585 45	99 25
" " " 14..	2,195 00	32 90	29 36	100 00	53 95	4 05	62 56	19 73	2,497 35	336 75
" " " 15..	4,226 25	55 30	194 89	350 00	48 48	63 28	107 80	.....	5,046 00	588 30
" " " 16..	3,169 00	.....	72 01	396 00	29 20	4 05	173 92	.....	3,844 18	80 50
" " " 17..	3,664 50	24 92	42 10	108 50	53 30	.....	141 89	95	4,036 16	138 50
" " " 18..	2,375 00	23 00	86 83	97 50	88 31	.....	48 05	.....	2,718 69	405 00
" " " 19..	1,845 50	53 71	40 66	137 22	40 39	17 75	43 00	.....	2,178 23	161 75
" " " 20..	3,622 50	13 00	80 24	120 00	51 83	4 50	115 14	37 28	4,044 49	348 30
" " " 21..	3,188 70	23 75	77 89	160 00	54 68	16 55	96 46	112 30	3,730 33	340 65
" " " 22..	3,184 50	16 00	61 20	88 75	58 11	5 25	89 84	.....	3,503 65	60 66
" " " 23..	3,626 50	24 75	133 08	75 00	51 57	.....	83 77	5 10	3,999 77	238 45
" " " 25..	1,763 75	42 45	76 81	67 00	30 00	3 50	55 79	36 25	2,075 55	57 50
" " " 26..	2,472 50	10 00	47 72	63 00	24 90	.....	70 06	.....	2,688 18	188 38
" " " 27..	3,613 50	47 30	52 92	137 50	46 86	11 00	117 21	.....	4,026 29	422 51
" " " 28..	3,141 00	34 10	36 49	135 00	42 89	.....	118 19	.....	3,507 67	106 50
" " " 29..	2,186 00	20 33	68 91	96 00	18 12	4 05	77 71	.....	2,471 12	81 50
" " " 30..	3,734 25	26 73	175 65	375 00	39 00	27 75	71 17	7 12	4,456 67	365 60
" " " 32..	2,678 50	20 65	125 83	144 00	38 43	.....	45 89	4 50	3,057 80	220 10
Evening No. 9.....	286 00	.....	82 93	.....	.....	.....	.....	.....	368 93	.....

TABLES—Continued.

Schools.	Paid Salaries	Paid for Repairs and Cleaning.	Paid for Books and Stationery	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
Grammar Colored No. 1.	$5,769 75	90 18	619 85	600 00	203 95	487 30	62 03	25 00	7,858 06	41 00
Male Colored No. 1.....	2,518 40	51 50	66 17	153 00	15 80	.....	101 36	75	2,906 98	1 00
" " " 2.....	3,852 00	80 67	167 06	12 50	45 85	11 00	112 36	75	4,282 19	4 00
" " " 3.....	3,586 30	36 88	120 69	60 00	29 05	.....	99 76	1 05	3,933 73	2 00
" " " 4.....	3,535 30	52 72	103 54	755 00	142 44	154 90	87 10	40 00	4,871 00	42 76
" " " 5.....	2,389 00	22 50	82 87	93 75	30 00	.....	80 08	10 44	2,708 64	4 00
" " " 6.....	4,423 00	48 05	199 75	300 00	107 20	364 38	159 71	19 50	5,621 59	.....
" " " 7.....	3,877 50	3 00	170 50	240 00	22 90	114 50	290 31	23 59	4,742 30	.....
" " " 8.....	559 00	5 75	158 27	30 00	60 97	31 00	19 09	18 27	882 35	.....
Female Colored No. 1..	2,452 20	38 76	3 60	153 00	1 00	257 20	104 02	2 00	3,011 78	26 86
" " " 2..	3,653 75	88 72	156 00	12 50	77 41	4 50	107 38	.....	4,100 26	2 00
" " " 3..	3,597 00	45 79	124 10	60 00	26 67	13 02	104 06	.....	3,970 64	6 00
" " " 4..	3,560 50	.....	63 04	500 00	74 74	136 55	54 00	.....	4,388 83	9 00
" " " 7..	3,019 70	6 50	49 42	240 00	.....	64 00	279 10	.....	3,658 72	3 00
Gen. Expense Colored ..	1,200 00	.....	.....	112 00	.....	.....	.....	47 05	1,359 05	.....
Evening Colored No. 2.	296 50	.....	.....	.....	.....	.....	.....	.....	296 50	4 75
" " " 3.	312 80	.....	.....	.....	.....	.....	.....	.....	312 80	.....
" " " 4.	402 50	.....	44 03	.....	.....	.....	.....	.....	446 53	.....
" " " 5.	181 00	.....	.....	.....	.....	.....	.....	.....	181 00	8 00

SUMMARY

Of the Amount Expended for the Several Grades of Schools, with the Amounts Received from the same for the Use of Books.

SCHOOLS.	Paid Salaries,	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals and Printing.	Total.	Received from Pupils.
General Expense, (White)	$15,053 00	$88 70	$ 171 96	$1,994 00	.....	$ 13 25	.....	$3,699 40	$21,020 31	.....
B. C. C. & F. H. Schools	48,310 00	337 90	3,159 58	5,328 91	$ 274 59	793 98	$ 835 67	1,103 58	60,144 21	$5,144 79
Male Grammar "	89,517 25	610 36	8,427 84	3,609 87	1,528 42	941 30	1,655 96	337 68	106,828 88	9,637 73
English-German "	45,181 80	278 10	3,776 67	2,900 00	2,245 06	2,242 10	636 52	244 40	57,504 65	8,918 83
Saturday Normal Class	824 00	.....	.....	.....	.....	.....	.....	.....	824 00	.....
Female Grammar Schools	72,841 65	618 30	6,923 47	3,942 17	1,667 14	643 40	1,719 78	281 49	88,637 40	9,418 76
Male Primary Schools	88,809 75	855 15	3,079 36	4,341 71	1,411 89	235 38	2,439 92	211 89	101,385 05	6,583 68
Female Primary Schools	90,937 50	813 16	2,725 83	4,518 79	1,456 89	386 88	2,664 81	247 73	103,751 59	7,121 52
Evening Schools, (White)	286 00	.....	82 93	.....	.....	.....	.....	.....	368 93	.....
Total for White Schools	$451,760 95	$3,601 67	$28,347 64	$26,635 45	$8,783 99	$5,256 29	$9 952 66	$6,126 37	$540,465 02	$46,825 31
Colored Schools	49,186 20	571 02	2,128 89	3,321 75	837 98	1,638 35	1,660 56	188 40	59,532 95	154 37
Total for all Schools	$500,947 15	$4,172 69	$30,476 53	$29,957 20	$9,621 97	$6,894 64	11,613 02	$6,314 77	$599,997 97	$46,979 68

SCHEDULE

—OF—

Salaries of Officers and Teachers

—OF—

PUBLIC SCHOOLS.

GENERAL EXPENSE ROLL.

Superintendent of Public Instruction	$2,500
Assistant Superintendent	1,800
Secretary	1,700
Librarian	1,000
Messenger, etc	804
Teachers of Music, each	1,200
Teachers of Drawing, each	500
Librarian of Public School Library	900

BALTIMORE CITY COLLEGE.

Principal	$2,400
Vice-Principal	2,200
Professors, (not otherwise specified)	2,000
Professors of Writing and Book-Keeping	1,800
Professor of Drawing	1,800
Adjunct Professor of English and Mathematics	1,800
Tutors, each	1,000

FEMALE HIGH SCHOOLS.

Principals	$2,208
First Assistants	1,008
Second Assistants	900
Teachers of French and Drawing, each	900

MALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1,296	$1,404	$1,500
First Assistants (Male)	804	900	
First Assistants (Female)	588	672	
Second Assistants	456	516	
Third Assistants	444	504	

FEMALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.
Principals	$804	$900
First Assistants	564	648
Second Assistants	444	504
Third Assistants	432	480

SATURDAY NORMAL CLASS.

Principal	$200
Assistants	150

MALE AND FEMALE PRIMARY SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$600	$696	
Assistants	408	432	$168

UNCLASSIFIED SCHOOLS,

Composed of Primary and Grammar Scholars.

	1st Year.	2d Year.	3d Year.
Principals	$696	$780	$900
First Assistants	504	552	600

ENGLISH-GERMAN SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1296	$1404	$1500
Vice-Principals	804	900	1008
First Assistants (Male)	600		

Assistants, Grammar Grades, same as Third Assistants in Male Grammar Schools.

Assistants, Primary Grades, same as Assistants in Primary Schools.

COLORED GRAMMAR SCHOOLS.

The same as the Male Grammar Schools.

COLORED PRIMARY SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals (Male).....	$804	$900	
Principals (Female).....	600	696	
Assistants (Males)...	700		
Assistants (Female).....	408	432	$468

EVENING SCHOOLS.

Principals $2 per night, for actual service.

Assistants $1.50 per night, for actual service.

The Schedule of Salaries to be subject to the following conditions:

All below the grade of Second Assistant in Male and Female Grammar Schools to be graded as Third Assistants, the Board of School Commissioners to determine, at the annual election, the grade of each Assistant; in case of failure to do so, the Senior Assistant to grade highest in all cases.

In Male and Female Grammar Schools not employing three Assistants, the lowest Assistant shall rank as Third Assistant, and so continue until there are three Assistants employed in that school, excepting the First Assistant, who shall, in all cases, rank as First Assistant.

Teachers who may have served for *two full* years in any of the Public Schools of Baltimore, upon promotion to Grammar Schools, shall be entitled to the second year's salary of that grade to which they may be assigned, excepting that of Principal.

Teachers who may have been engaged in teaching for *three* years previous to their election, shall be entitled to the highest salary of that grade to which they may be assigned, (excepting that of Principals of Grammar Schools), upon producing satisfactory evidence of that fact to the President of the Board.

Teachers elected during the month of September shall receive the full salary for the months of July and August of the succeeding year; those elected in October shall receive nine-tenths of said salary; in November, eight-tenths, and so on to the close of the scholastic term

SALARIES OF JANITORS, JANITRESSES AND FIREMEN.

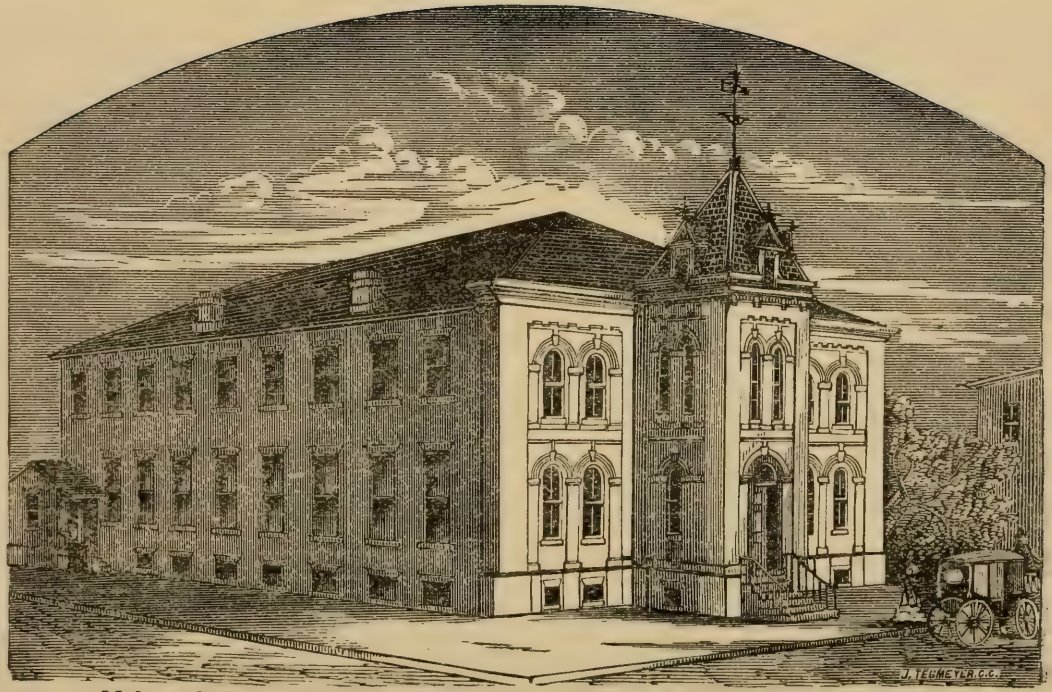
Janitor and Fireman of Balto. City College.....	$900 00
Firemen of Female High Schools, each.....	400 00
Janitresses of Female High Schools, each	300 00

Fireman and Engineer of No. 1 Female Grammar and Primary School; of No. 3 Grammar and Primary Schools; and of No. 3 English-German School, $20 per month during the season.

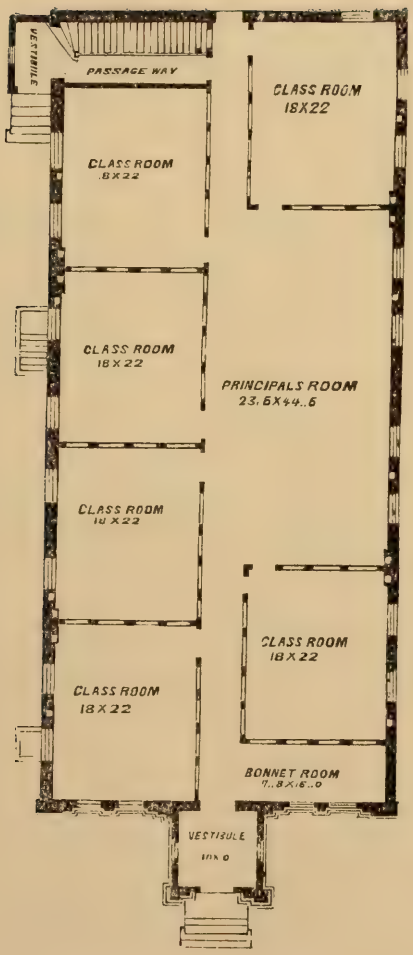
Schools having 3 classes, janitresses shall receive $8 per month; 4 classes, $9 per month; 5 classes, $10 per

month; 6 classes $10.50 per month, and increase 50 cents per month for each additional class.

In addition to the above they shall receive 50 cents per month for each fire required in stoves in the schools from October to April inclusive, and $5 per month for attending each furnace.



Male and Female Grammar School No. 13, Aisquith Street, near Mullikin.



Ground Plan of No. 13.

REPORT

OF THE

Superintendent of Public Instruction.

BALTIMORE, December 31, 1879.

To the Mayor and City Council, and the
Board of Public School Commissioners
of the City of Baltimore.

GENTLEMEN:

I submit the following report of the work of the Public Schools for the year ending with the date above named:

Date	1879
Population	302,839
Enumeration, United States Census, 1870	77,737
Number of pupils in school during the year	48,988
Enrollment, November 20	36,505
Average attendance	30,477
Number of teachers	822
Number of pupils to a teacher on enrollment, exclusive of special teachers	44

Number of pupils to a teacher on average attendance	37
Percentage of enrollment on population	12
Percentage of average attendance on enrollment	82.2
Percentage of average attendance in Baltimore City College	90.5
Percentage of average attendance in Eastern Female High School	91.
Percentage of average attendance in Western Female High School	94.
Percentage of average attendance in Male Grammar Schools	87.7
Percentage of average attendance in Female Grammar Schools	84.7
Percentage of average attendance in Male Primary Schools	82.14
Percentage of average attendance in Female Primary Schools	82.29
Percentage of attendance in English-German Schools	92.2
Percentage of attendance in Colored Schools	76.66
School age	6–21
Number to a teacher on enrollment in High Schools	43
Number to a teacher on enrollment in Grammar Schools	43
Number to a teacher on enrollment in Primary Schools	46
Number to a teacher on enrollment in English-German Schools	43
Number to a teacher on average attendance in High Schools	40

Number to a teacher on average attendance in Grammar Schools..... 37
Number to a teacher on average attendance in Primary Schools..... 37
Number to a teacher on average attendance in English German Schools..... 40
Number of Schools.. 125

The year 1879 was one of continuous success in our Public Schools. Nearly every department has been conducted with fidelity and diligence. Our teachers have labored with unabating energy, and in most of those instances in which the best results have not been attained, the failures are not to be attributed to lack of faithfulness in the performance of duty. The City College, the Female High Schools, the Grammar and English-German Schools, all exhibit a marked increase in numbers, clearly evincing their growing popularity and usefulness.

During the year 1879, I made 206 official visits to schools of different grades. I have examined frequently and critically in most of the studies, devoting especial attention to those which stand in need of stimulus and encouragement. In arithmetic, our schools maintain the high rank they long since acquired, and they will compare favorably in this study with any system of schools in the country. Much of my time has been devoted to the linguistic side of instruction. The failure to cultivate the art of expression is a characteristic weakness of most American institutions. It is evident to every reflecting mind, that

without the development of the faculty of speech no rational education is possible. Convinced of the soundness of these views, I have labored unceasingly to elevate and improve the *status* of those studies, which sustain a direct relation to the subject of language training, such as reading, composition, grammar and literature. My efforts, I am glad to say, have not been altogether unproductive of results. Our teachers are, for the most part, impressed with a sense of the importance of these studies, and I hazard nothing by the assertion, that they are taught more rationally and intelligently than in former years. Our grammar teaching has tended to the synthetic side of speech, dealing less with mere abstractions and complicated analyses. It has often seemed strange, when we consider the amazing richness and versatility of our literature, its adaptation to all stages of development, that many of the Readers in use in American schools should be of so uninteresting as well as unattractive a character. Much of their contents consists of didactic homilies, or flat, stale and unprofitable anecdotes. If many of our pupils leave school with a premature aversion to reading, a distaste for pure literature, it is largely to be attributed to the character of the books frequently placed in their hands, just at the period when their minds are most susceptible to the influence of attractive and inspiring authors. If every school could be supplied with a small but choice library, (and it could be done at a moderate expense) its effects upon the taste and the general culture of our pupils would be most salutary and improving.

To sum up briefly, I have been encouraged by the general condition of our system. There have been perceptible advances in nearly every department. Still, much remains to be accomplished, and during this incoming year we hope to achieve better results than have ever been attained in any preceding period. In the meantime let us expect them with confidence, and wait for them with patience.

BALTIMORE CITY COLLEGE.

During the year of 1879 the College sustained a serious loss in the death of Prof. J. Asbury Morgan, for many years Vice-Principal and Instructor in the classic languages. For some weeks before his death his friends had observed his failing strength with grave apprehensions, but none anticipated that the end was so nigh. For many years he devoted himself to his work, with untiring assiduity, perhaps overtasking his physical endurance by the earnestness and the intensity with which he labored. His natural reserve concealed the genuine kindliness of his disposition, from those that did not know him intimately. He was a sincere friend, a faithful counsellor, a devoted teacher, and a devout Christian. Prof. Chapman Maupin was unanimously selected to succeed his lamented colleague. To say nothing of Mr. Maupin's rare scholarly qualifications, there seemed to be a peculiar, I might also say, a graceful propriety in the selection. For more than six years Mr. Morgan and Mr. Maupin had been associated in the most friendly professional relations, as co-

laborers in the classical department, and if the privilege of nominating his own successor had been accorded to Prof. Morgan, I am confident that the choice would have fallen upon no other than upon him, who was unanimously designated as the most fitting incumbent of his chair.

All the departments in the College have been conducted with enthusiasm, ability and success. Here, as in the Western Female High School, the great numbers composing the first year classes render the very best instruction, exceedingly difficult, if not impossible. When we consider the increased and increasing numbers of the college, and remember that there has been no addition to the teaching force since 1876, there is every reason for congratulation, that the Institution has maintained its high standard of efficiency and scholarship. Its pupils are represented in the best Universities and Colleges of the country; at the Virginia University, at Yale, Princeton, Harvard, and in our rising Johns Hopkins University, they have acquitted themselves with peculiar honor and distincion.

COURSE OF STUDY IN FEMALE HIGH SCHOOL AND CITY COLLEGE.

The characteristic weakness of our High School and Collegiate curriculum consists in the multiplication of studies, the immense diffusion of the curriculum. This feature is the besetting weakness of modern education

in its High Schools and Collegiate phases. Economy and retrenchment are as seriously demanded in our courses of High School and Collegiate study, as in any feature of contemporary life. The studies could be reduced nearly one-fourth, I think, without impairing the efficiency of these institutions; on the contrary, producing just the opposite effect. It is a well established law of historical development, that moral and intellectual tendencies do not confine their action to any particular form of life, or expend themselves upon any specific feature of society. They become generalized, they pervade all phases of civilization, they assume an epidemic and contagious character. Hence, coincident with the rise of an inflated currency, extravagance in social life, profusion and wanton expenditure in municipal government, arises another phase of this wave of inflation, the irrational attempt to accomplish the impossible, in High School and Collegiate courses, inflation in study, diffusion of mental energy, and dissipation of mental strength. It is to be hoped that the reviving reason of our generation will gradually render this state of affairs impossible, and that with the restoration of economy and simplicity, in social, as well as political life, we may witness a return to the wise educational parsimony of a previous age. No educational reform can be accomplished by a violent or precipitate movement, or by arbitrary interference. With patience, caution and circumspection, we may hope for a gradual return to sound principles in this essential respect.

PUBLIC SCHOOL LIBRARY.

We have had no appropriation for our Library since 1877, consequently there have been few additions to it since that time. Mr. Thayer has conducted it with great faithfulnesss and diligence, keeping the books in excellent condition. His management has been entirely satisfactory and acceptable. The Library is patronized by a large section of our teachers, and if the means are supplied, we shall be able to render it a centre of culture and influence.

THE SATURDAY NORMAL SCHOOL.

This department maintained its efficiency during the year 1879. While I am sorry to record a considerable decrease in the attendance, I am gratified to state that there has been no decline in the zeal and applications of the teachers. Unfortunately, there are some who regard their attendance upon the class as an ungrateful imposition, which they would gladly evade. Still, there are others who receive genuine benefit from it, and on their account, if for no other reason, it is entitled to our cordial support.

ENGLISH-GERMAN SCHOOLS.

With regard to these schools, there is nothing of special interest to record, as distinct from the general workings of the system. The views that I expressed in detail in my report for 1878 have undergone no es-

sential modification since that time. Any extended report upon the condition of these schools is therefore rendered unnecessary, as such a report would consist mainly of a repetition or reproduction of opinions already avowed, and sustained by arguments, which, thus far, have not been answered. The order and discipline of the English-German Schools, compare favorably with our Grammar Schools, and there is no lack whatever of diligence or faithfulness on the part of their teachers. In some of the classes there has been a marked improvement in the translations from German into English, as compared with the preceding year.

MUSIC AND DRAWING.

I leave to the capable Committees and Teachers, in charge of these special departments, such report as may be necessary to exhibit the work performed, and the results accomplished by them, during the past year.

EXAMINATION OF TEACHERS.

During the year 1879, 226 persons were examined for Teacher's certificates. Of this number 86 sustained the prescribed test, and are eligible to positions in our Primary and Grammar Schools. The greatest success was attained in the department of Arithmetic, clearly evincing the intelligence with which that study is pursued in our Grammar and High Schools. There has also been an advance in the character of the linguistic

studies since 1877–78. It has been my constant endeavor to elevate the literary features of our examination schedule, by bringing into more decided prominence those studies which bear directly upon the development of the language faculty. In my judgment, no person who is unable to speak English with correctness, and to write it with accuracy, is entitled to a Teacher's certificate. I have had occasion to remark before, that no written examination is a test of objective knowledge. It cannot discover professional skill, or peculiar adaptation, such as presages a successful career. As a means of ascertaining general intellectual ability, there is perhaps no more effective test than a skillfully conducted written examination. I am happy to state that the number of special examinations has greatly declined during the last two years. They are, in the majority of instances, a kind of invidious discrimination, and I am glad to believe, that in the course of time they will become almost extinct.

TEACHERS' ASSOCIATION.

There was an increasing interest in literary and scientific study on the part of many of our teachers during the past year. A number of Associations for the promotion of scholarly culture have been organized in the Eastern and Western sections of the city, under the direction of some of our High school and Grammar school teachers. These ladies are entitled to the warmest commendation for the self-sacrificing spirit they

have displayed in striving to elevate to a higher plane the scholarly rank of our teachers. The Associations receive special instruction in Latin and in German, from Prof. Maupin and Prof. Raddatz, most capable and enthusiastic teachers. Lectures upon the Science of Language, history, the origin and formation of the English Language, have also been delivered at many of their sessions. Every facility for mental culture is provided for those that are willing to avail themselves of it. My observation and experience induce me to believe that the most enthusiastic students generally develop into the most suggestive and stimulating teachers. No inspiration is equal to the inspiration of scholarly toil and unremitting application. No one, who has not a genuine love of scholarship and an experimental appreciation of its blessings, should embrace the high and holy calling of teaching. Intellectual self-complacency is fatal to eminence or usefulness in the vocation of teaching, as in all ennobling pursuits. My conviction of these truths causes me to welcome, with intense gratification, these auspicious indications of scholarly progress among our teachers. I trust, however, that thus far we have seen but the beginning.

During the year 1879 I attended the National Educational Association at Philadelphia. The State of Maryland was most creditably represented by Prof. M. A. Newell, Dr. James M. Garnett, of St. John's College, and Dr. H. K. Nelson, of the same Institution. There were 800 delegates in attendance, representing a large

proportion of the educational and scholarly intelligence of the country. I was gratified to discover by contact and conversation with delegates, that our Baltimore schools were more widely known and more highly esteemed than I was aware.

Our own State Association met at Hagerstown, about the last of August. While the attendance was limited, the sessions of the Association were, for the most part, exceedingly entertaining and suggestive. Among the papers worthy of special commendation was a report on the study of the French Language, by Prof. P. F. deGournay, late of the Western High School. The report was a lucid and scholarlike exposition of the subject to which it was devoted. I have only to add an expression of regret, that its accomplished author is no longer connected with our corps of High School teachers.

EXAMINATIONS OF CLASSES FOR PROMOTION FROM GRADE TO GRADE.

Within the past two years there has been an increase of from fifteen to twenty per cent. in the numbers promoted, by actual passing, from grade to grade at our semi-annual examinations. This increase is not to be attributed to any falling off in the character of the examinations themselves, during that time. There is probably a sensible difference in the mode of presentation, but in intrinsic difficulty the examinations of 1879 will not suffer by comparison with those of 1877.

it is my intention to maintain the standard of examination at so high a standard as is consistent with rational, intellectual teaching on the one hand, and systematic, faithful application on the other. It is one of the prime objects of all properly constructed examinations, to give a sanction or a disapproval to the modes of instruction pursued by those to whom the test is applied. In all my examinations, I have had especial reference to the quality and character of the teaching, as well as to the readiness or responsiveness with which it is received. Any system of examinations which does not accomplish this result, in a moderate degree at least, fails in one of the essential ends for which examinations were instituted.

At the same time, this mode of testing merit or competency should not be applied without discrimination. There is much quickening and ennobling knowledge communicated by every capable or enthusiastic teacher which cannot be marshalled upon an examination paper. Such, for example, is the culture of a taste for pure and chaste literature, which appears only incidentally in an ordinary examination. It is on the literary and æsthetic side that written examinations are most ineffective. In literature and rhetoric they are inadequate tests, and in my own mind, it is a question whether the development of pupils in these studies is not retarded, rather than stimulated by a system of written examinations. It is in languages and in exact sciences, studies which produce a "faculty" or "an art," as Latham calls it, that the written examina-

tion is most efficacious, and in these departments, its results may be received with comparative security and confidence. From the very constitution of human nature, it must ever be the case, that a considerable proportion of pupils will fail to comply with the prescribed requirements, however just or liberal. A school is but a miniature of the great world, in which failure and success, brilliancy and mediocrity, are strangely blended. Absolute success is contrary to every teaching of history and every reminder of experience. Our mode of examining advances, I think, with each successive year. It is not all that could be desired, though it is perhaps all that could be expected, when we consider the adverse influences to which some of our Grammar schools are subjected.

FEMALE HIGH SCHOOLS.

No feature of our system is entitled to greater care and consideration than our Female High Schools. It is a well recognized fact in the history of education, that no system of schools has ever attained the maximum of eminence or excellence without the inspiration and the stimulus of the High School or the College. It is from the High School that we draw by far the greatest proportion of those, who in the relation of teachers, control the destinies, and direct the movements of our system. Any course of action which tends to mar their usefulness, or to impair their efficiency, cannot fail to be regarded as deplorable and pernicious in its consequences to our Public Schools.

INSPECTION AND EXAMINATIONS OF SCHOOLS.

The position of Superintendent as constituted by law or by usage, in some of our cities, restricts the functions of the incumbent principally to advisory duties, or to mere office labors. The Superintendent rarely comes into active contact with schools or teachers, and seldom observes the inner life of the system entrusted to his supervision. I have always regarded it as a pre-eminently wise feature of our school law, to make supervision and inspection one of the principal functions of the Superintendent. The office is little better than useless if the time of its incumbent is spent in mere generalizings, or in dreaming over psychological disquisitions on education, instead of living in his schools, and among the teachers, stimulating, advising, guiding and directing. My thorough conviction of these truths, has, in concurrence with my natural inclination, impelled me to make examination and inspection of schools, my principal labor, and to regard them as pre-eminently my duty. Contact with teachers and scholars is the most useful, as well as the most agreeable form, that the labors of a Superintendent, can assume. By prescribing for myself a strictly systematic method of visiting, I have been enabled to examine and inspect each grammar school in the city, at least three times during the scholastic year, and many schools from four to five times, within the same period. I have regulated the number of my visits, by the necessities of each school, striving always to en-

courage and to stimulate the weak and the drooping, and to rouse to still greater activity, the enthusiastic and the progressive. My examinations of classes, during my daily visits, nearly always assume the conversational or oral form. A quick, close, and rigid questioning, while it often temporarily disconcerts, is in the majority of instances, the most effective mode of eliciting the intelligence, and testing the development of a class. Our system of written examinations inevitably creates a tendency to dwell too laboriously upon the mechanical execution, the artistic effect of the work. Frequent and rigid oral examinations are an admirable corrective of the tendency to mental petrifaction, induced by excessive devotion to mechanical arrangement, and supreme regard to harmony and symmetry of form. A system of written examinations is an inevitable feature of graded schools, and when circumscribed within proper limits, and restricted to their proper functions, their efficacy cannot be questioned. The Socratic method, however, should be most diligently applied, in every school, graded or ungraded, of high or low degree. The ideal examination is attained only by a judicious blending of the oral and the written, the one tending to readiness, the other to exactness, each complementing and supplementing the other.

CONCLUSION.

I desire to tender my grateful acknowledgements to Mr. Wise, for his valuable aid, rendered in a variety of

ways, (especially in the preparation of statistical tables, such as accompany the present report) as well as to Commissioners and Teachers, who have assisted me both by forbearance and by encouragement.

HENRY E. SHEPHERD.

TABLES.

Tables Accompanying Superintendent's Report.

SHOWING THE

Number of Pay Pupils, Number of Free Pupils, Number on Roll, Average Attendance, Percentage of Attendance, Number of Different Pupils in School during the year ending Nov. 20, 1879, and Number of Teachers.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Baltimore City College	515	64	579	524	90 5	791	13
Eastern Female High School	279	102	381	346	91.	480	10
Western Female High School	475	85	560	527	94.	714	12
	1269	251	1520	1397	91.9	1985	35
Male Grammar No. 1	260	73	333	297	90.	475	8
" " " 2	149	218	367	320	87.	477	8
" " " 3	76	130	206	182	88.	335	5
" " " 4	137	135	272	249	92.	388	7
" " " 5	32	166	198	177	89.	297	5
" " " 6	318	60	378	326	86.	527	8
" " " 7	33	92	125	101	81.	184	3
" " " 8	129	172	301	274	91.	419	7
" " " 9	88	100	188	169	90.	274	5
" " " 10	67	233	300	264	88.	433	7
" " " 11	66	185	251	219	87.	315	6
" " " 12	63	262	325	275	84.	466	8
" " " 13	97	145	242	206	85.	346	6
" " " 15	312	132	444	382	91.	635	10
" " " 17	131	120	251	221	88.	370	6
" " " 18	79	119	198	173	87.	295	5
" " " 19	169	87	256	225	88.	361	6
" " " 20	117	197	314	282	90.	431	7
" " " 21	145	109	254	221	89.	356	6
	2468	2735	5203	4563	87.7	7384	123

FEMALE GRAMMAR, AND ENGLISH GERMAN SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Female Grammar No. 1	336	126	462	393	85.	654	10
" " " 2	94	247	341	266	78.	448	7
" " " 3	81	119	200	170	85.	296	5
" " " 4	133	156	289	236	82.	398	7
" " " 5	34	205	239	204	85.	377	6
" " " 6	232	89	321	280	88.	425	7
" " " 8	142	184	326	273	84.	468	7
" " " 9	46	97	143	120	83.	218	4
" " " 10	85	212	297	255	86.	394	7
" " " 11	72	188	260	221	87.	380	6
" " " 12	63	212	275	197	72	371	6
" " " 13	162	140	302	283	93.	445	8
" " " 15	210	153	363	337	93.	513	9
" " " 16	17	99	116	98	82.	152	2
" " " 17	167	153	320	272	85.	438	7
" " " 18	87	135	222	191	86.	321	5
" " " 19	136	79	215	178	83.	291	5
" " " 20	106	227	333	283	85.	417	7
" " " 21	156	127	283	239	83.	409	7
	2359	2948	5307	4496	84.7	7415	122
English German No. 1	399	112	511	462	90.	681	12
" " " 2	632	....	632	607	96.	831	15
" " " 3	953	...	953	869	91.	1148	21
" " " 4	470	82	552	499	91.	779	13
" " " 5	480	271	751	698	93.	927	17
	2934	465	3399	3135	92.2	4366	78

MALE PRIMARY SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov 20.	Average Attendance	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Male Primary No. 1	171	175	346	288	83.	601	8
" " " 2	17	125	142	122	85.	212	4
" " " 3	58	206	264	212	80.	415	6
" " " 4	85	188	273	225	82.	394	6
" " " 5	22	418	440	346	79.	542	9
" " " 6	96	232	328	279	86.	452	6
" " " 7	47	120	167	139	80.	268	4
" " " 8	36	156	192	156	82.	284	4
" " " 9	22	127	149	106	71.	246	3
" " " 10	19	176	195	174	90.	313	5
" " " 11	44	172	216	174	81.	308	5
" " " 12	56	260	316	268	85.	452	7
" " " 13	20	222	242	192	84.	521	5
" " " 14	153	93	246	204	83.	368	6
" " " 15	210	158	368	326	88.	522	9
" " " 16	16	278	294	234	79.	436	7
" " " 17	53	262	315	272	86.	494	8
" " " 18	137	78	215	183	85.	345	5
" " " 19	56	156	212	171	81.	290	5
" " " 20	69	255	324	257	79.	506	7
" " " 21	93	207	300	252	84.	453	7
" " " 22	10	270	280	246	88.	399	6
" " " 23	107	184	291	244	83.	421	6
" " " 25	30	206	236	163	74.	323	4
" " " 26	35	184	219	173	79.	323	4
" " " 27	98	192	290	252	86.	397	6
" " " 28	12	278	290	227	79.	416	6
" " " 29	14	126	140	109	79.	215	4
" " " 30	76	260	336	270	80.	502	7
	1862	5764	7626	6264	82.14	13218	169

FEMALE PRIMARY SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Female Primary No 1	266	209	475	393	83.	702	10
" " " 2	32	129	161	139	89.	245	4
" " " 3	66	229	295	238	80.	445	6
" " " 4	91	142	233	205	84.	377	5
" " " 5	29	440	469	367	78.	661	9
" " " 6	86	218	304	256	85.	428	6
" " " 7	44	158	202	155	82.	304	4
" " " 8	36	115	151	128	84.	209	4
" " " 9	22	169	191	167	88.	301	5
" " " 10	45	168	213	178	83.	312	5
" " " 11	39	165	204	162	79.	307	4
" " " 12	40	367	407	340	83.	541	9
" " " 13	24	198	222	176	81.	281	5
" " " 14	93	70	163	136	84.	238	4
" " " 15	209	216	425	355	83.	674	9
" " " 16	23	280	303	233	76.	442	6
" " " 17	33	266	299	246	83.	439	7
" " " 18	119	105	224	175	78.	346	5
" " " 19	48	134	182	144	79.	245	4
" " " 20	125	220	345	273	83.	498	7
" " " 21	84	221	305	248	81.	475	6
" " " 22	13	256	269	238	88.	365	6
" " " 23	76	248	324	259	79.9	462	7
" " " 25	15	147	162	117	72.	220	3
" " " 26	42	158	200	167	84.	308	4
" " " 27	119	215	334	268	80.	447	7
" " " 28	28	259	287	235	82.	426	6
" " " 29	22	142	164	130	80.	253	4
" " " 30	97	297	394	315	80.	578	8
" " " 32	35	200	235	176	76.	353	5
	2001	6141	8142	6619	81.29	11882	174

EVENING AND COLORED SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Evening (White) No. 9.	0	110	110	76	69.	110	4
COLORED SCHOOLS.							
Grammar No. 1.	31	331	362	335	93.	550	9
Male No. 1.	1	167	168	123	73.	286	4
" " 2.	2	306	308	252	81.5	478	7
" " 3.	2	272	274	227	83.	369	6
" " 4.	11	309	320	282	88.	427	7
" " 5.	4	182	186	149	80.	262	4
" " 6.	0	476	476	320	67.	662	9
" " 7.	0	391	391	310	80.	463	7
" " 8.	0	164	164	95	57.	164	3
Female " 1.	2	268	270	146	54.	493	4
" " 2.	2	411	413	298	72.	519	8
" " 3.	3	354	357	260	73.	482	7
" " 4.	12	347	359	291	81.	489	7
" " 7.	1	349	350	284	85.	515	7
	71	4327	4398	3372	76.66	6159	89
Colored Evening No. 2.	7	134	141	115	81.	141	4
" " " 3.	0	147	147	106	72.	147	4
" " " 4.	0	330	330	198	60.	330	5
" " " 5.	6	104	110	83	75.	110	2
	13	715	728	502	69.	728	15

SUMMARY STATEMENT,

Showing the Number of Schools, Teachers, Pay Pupils, Free Pupils, on Roll November 20, 1879, Average Attendance, Percentage of Attendance, and Number of Different Pupils in School during the year.

SCHOOLS.	No. of Schools.	No. of Teachers.	No of Pay Pupils.	No of Free Pupils.	On Roll Nov. 20, '79.	Average Attendance.	Percentage of Attendance.	No of different Pupils in School during year.
Baltimore City College.....	1	13	515	64	579.	524	90.5	791
Eastern Female High School	1	10	279	102	381	346	91.	480
Western Female High School	1	12	475	85	560	527	94.	714
Male Grammar Schools.....	19	123	2468	2735	5203	4563	87 7	7384
Female Grammar Schools...	19	122	2359	2948	5307	4496	84 7	7415
English-German Schools....	5	78	2934	465	3399	3135	92.2	4366
Male Primary Schools.....	29	169	1862	5764	7626	6264	82.14	13218
Female Primary Schools ...	30	174	2001	6141	8142	6619	82 29	11882
Colored Schools (Day).....	14	89	71	4327	4398	3372	76.66	6159
Evening School (White)....	1	4	0	110	110	76	69.	110
Evening Schools (Colored)..	4	15	13	715	728	502	69.	728
Saturday Normal Class.....	1	5	0	72	72	53	74.	145
Music Teachers.....	...	4	.....	.....	.....	.....	.....	.....
Drawing Teachers..... ..	...	4	.....	.....	.....	.....	.....	.....
	125	822	12977	23528	36505	30477	83.48	53392

Number promoted to City College and High Schools..... 719
" " " Grammar Schools..... 3685
—— 4,404

Number of different pupils in School during the year..... 48,988

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, January 31, 1870.

Primary School.	No. Examined	No. Passed	No. Promoted.	Primary School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1.....	40	39	39	Female No. 1.....	59	58	59
" " 2.....	9	9	9	" " 2.....	10	8	9
" " 3.....	39	37	37	" " 3.....	24	23	24
" " 4.....	30	29	30	" " 4.....	34	34	34
" " 5.....	41	39	39	" " 5.....	36	35	35
" " 6.....	33	33	33	" " 6.....	33	33	33
" " 7.....	23	23	23	" " 7.....	28	25	27
" " 8.....	18	18	18	" " 8.....	12	12	12
" " 9.....	15	14	14	" " 9.....	25	25	25
" " 10.....	29	20	20	" " 10.....	26	23	23
" " 11.....	25	23	25	" " 11.....	21	21	21
" " 12.....	32	27	29	" " 12.....	42	39	42
" " 13.....	20	20	20	" " 13.....	15	15	15
" " 14.....	31	31	31	" " 14.....	14	14	14
" " 15	39	35	36	" " 15.....	67	66	66
" " 16.....	30	30	30	" " 16.....	30	27	27
" " 17.....	38	38	38	" " 17.....	39	39	39
" " 18.....	30	29	29	" " 18.....	34	30	33
" " 19.....	24	21	21	" " 19.....	10	10	10
" " 20.....	36	36	36	" " 20.....	41	40	40
" " 21.....	34	32	32	" " 21.....	45	44	45
" " 22	31	29	30	" " 22.....	26	24	26
" " 23.....	33	33	33	" " 23.....	36	36	36
" " 25.....	23	23	23	" " 25.....	17	15	16
" " 26.....	36	30	30	" " 26.....	30	29	30
" " 27.....	27	26	26	" " 27.....	32	32	32
" " 28.....	24	24	24	" " 28.....	23	23	23
" " 29.....	10	10	10	" " 29.....	16	16	16
" " 30.....	32	30	31	" " 30.....	43	43	43
				" " 32.....	30	30	30
	832	788	796				
	898	869	885		898	869	885
	1730	1657	1681				

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, June 23, 1879.

Primary School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1	65	58	58
" " 2	15	15	15
" " 3	33	32	32
" " 4	33	33	33
" " 5	28	28	28
" " 6	26	25	25
" " 7	26	26	26
" " 8	19	18	18
" " 9	21	20	21
" " 10	42	38	38
" " 11	18	18	18
" " 12	39	36	37
" " 13	12	12	12
" " 14	38	37	37
" " 15	69	65	66
" " 16	41	39	41
" " 17	51	51	51
" " 18	35	35	35
" " 19	30	29	29
" " 20	54	54	54
" " 21	37	35	36
" " 22	32	27	28
" " 23	26	25	25
" " 25	16	16	16
" " 26	30	26	26
" " 27	21	21	21
" " 28	30	30	30
" " 29	17	17	17
" " 30	41	38	38
	945	904	911

Primary School.	No. Examined.	No. Passed.	No. Promoted.
Female No. 1	64	62	62
" " 2	23	19	19
" " 3	35	33	33
" " 4	30	30	30
" " 5	45	44	44
" " 6	32	32	32
" " 7	28	26	26
" " 8	14	12	13
" " 9	29	29	29
" " 10	23	23	23
" " 11	26	25	25
" " 12	42	39	40
" " 13	11	11	11
" " 14	18	18	18
" " 15	60	59	59
" " 16	34	31	31
" " 17	40	40	40
" " 18	29	29	29
" " 19	16	16	16
" " 20	35	35	35
" " 21	28	28	28
" " 22	22	21	21
" " 23	37	31	31
" " 25	14	10	10
" " 26	30	30	30
" " 27	30	29	29
" " 28	30	30	30
" " 29	18	18	18
" " 30	43	42	42
" " 32	19	19	19
Girls	905	871	873
Boys	945	904	911
Total, June	1850	1775	1784
Feb. Examination	1730	1657	1681
Total, 1879	3580	3432	3465

EXAMINATION FOR PROMOTION

From Primary to Grammar School (Colored), February 7, 1879.

Colored School.	No. Examined.	No. Passed.	No. Promoted.	Colored School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1	12	10	10	Female No. 1	1	1	1
" " 2	20	16	16	" " 2	23	20	20
" " 3	17	12	12	" " 3	25	19	19
" " 4	8	7	7	" " 4	9	6	6
" " 5	8	7	7	" " 7	1	1	1
" " 6	20	11	11				
" " 7	10	9	9	Girls	59	47	47
				Boys	95	72	72
	95	72	72	Total	154	119	119

July 2, 1879.

Colored School.	No. Examined.	No. Passed.	No. Promoted.	Colored School.	No. Examined	No. Passed.	No. Promoted.
Male No. 1	12	10	10	Female No 1	3	2	2
" " 2	16	8	8	" " 2	30	19	19
" " 3	13	5	5	" " 3	19	8	8
" " 4	16	11	11	" " 4	10	7	7
" " 5	15	12	12	" " 7	6	6	6
" " 6	14	5	5				
" " 7	17	12	12	Girls	68	42	42
				Boys	103	63	63
	103	63	63	Total, July	171	105	105
				Feb. Examination	161	115	115
				Total, 1879	332	220	220

NUMBER OF PUPILS

In High, Grammar and Primary Schools, November 20, 1879.

SCHOOLS.	Grammar School Pupils	Primary School Pupils.	SCHOOLS.	Grammar School Pupils	Primary School Pupils.
Fem. Grammar No. 16.	45	71	Grammar Colored No. 1	362	....
English-German No. 1.	214	297	Male Colored No. 1....	14	154
" " " 2.	412	220	" " " 2....	27	281
" " " 3.	378	575	" " " 3....	31	243
" " " 4.	356	196	" " " 4....	27	293
" " " 5.	393	358	" " " 5....	18	168
			" " " 6....	53	423
	1798	1717	" " " 7....	28	363
No. in Gram. Schools..	10394		" " " 8....	....	164
No. in Primary Schools		15768	Female Colored No. 1	21	249
			" " " 2	37	376
Total of White Schools	12192	17485	" " " 3	37	320
Colored Schools.....	699	3699	" " " 4	24	335
			" " " 7	20	330
Total	12891	21184		699	3699

Number of Pupils attending High Schools..... 1,520
" " " Grammar Schools.....12,891
" " " Primary Schools.....21,184
" " " Evening Schools and Sat. Normal Class. 910

Total number of Pupils on roll November 20, 1879.....36,505

NUMBER IN DIFFERENT GRADES OF SCHOOLS COMPARED.

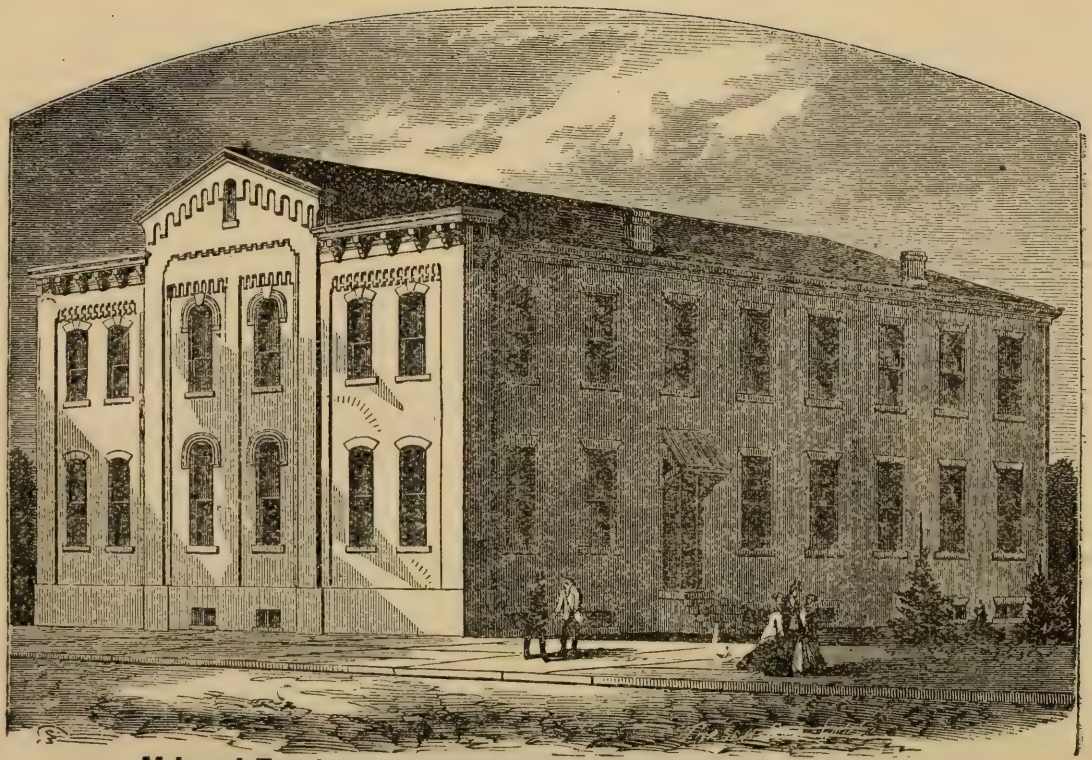
1878 AND 1879.

In Primary Schools—1879	15,768	
" " 1878	15,680	
Increase		88
In Grammar Schools—1879	10,510	
" " 1878	9,983	
Increase		527
In High Schools—1879	1,520	
" " 1878	1,318	
Increase		202
In English-German Schools—1879	3,399	
" " " 1878	3,188	
Increase		211
In Colored Schools—1879	4,398	
" " 1878	3,833	
Increase		565
In Evening Schools—1879	110	
" " 1878	520	
Decrease		410
In Colored Evening Schools—1879	728	
" " " 1878	634	
Increase		94
In Saturday Normal Class—1879	72	
" " " 1878	132	
Decrease		60
Increase in 1879		1,217

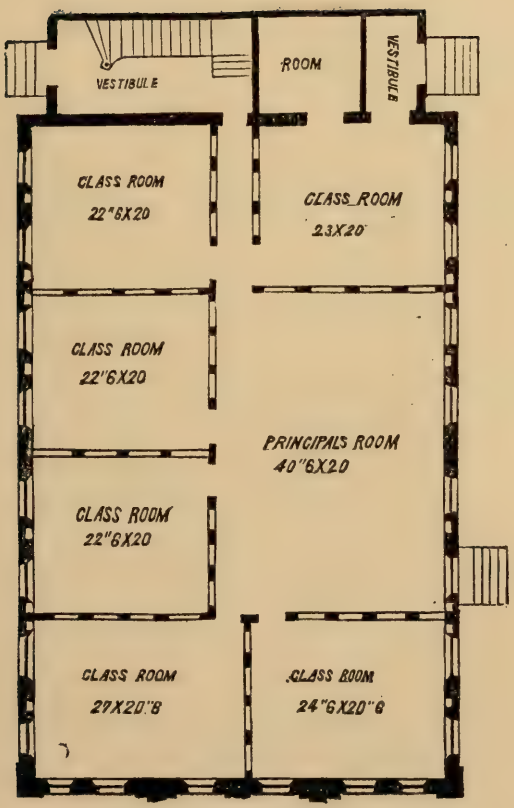
TABLE

Showing the number of Pupils and Teachers in the Public Schools on the last day of each Fiscal Year, from the year 1829, *when the first Public School was opened, to the Year* 1879, *inclusive.*

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829	3	269	1855	217	10,913
1830	5	402	1856	253	12,946
1831	5	627	1857	246	11,759
1832	5	640	1858	270	12,263
1833	8	544	1859	271	12,419
1834	8	859	1860	302	14,156
1835	8	867	1861	317	13,952
1836	8	814	1862	319	14,382
1837	8	659	1863	350	15,661
1838	8	675	1864	358	16,086
1839	8	1,126	1865	377	16,523
1840	16	1,834	1866	411	17,967
1841	22	2,539	1867	513	18,896
1842	27	2,471	1868	555	20,591
1843	28	2,669	1869	558	23,159
1844	30	3,366	1870	571	24,673
1845	50	4,313	1871	518	25,357
1846	64	5,017	1872	614	26,375
1847	91	6,439	1873	624	28,329
1848	98	6,699	1874	661	29,108
1849	107	6,763	1875	706	31,356
1850	119	7,093	1876	731	31,404
1851	138	8,011	1877	764	33,946
1852	172	9,081	1878	820	35,288
1853	194	9,447	1879	822	36,505
1854	209	9,717			



Male and Female Grammar School No. 4, Sharp Street, near Henrietta.



Ground Plan of No. 4.

REPORT

OF THE

Assistant Superintendent.

BALTIMORE, December 31, 1879.

HENRY E. SHEPHERD, ESQ.,

Superintendent of Public Instruction.

SIR:—The following report of the condition of the Primary Schools for the year ending January 1, 1880, is respectfully submitted.

The number of pupils attending Primary Schools is 21,184. Last year the number was 21,014—an increase of 170 pupils. This includes the Primary Department of English-German Schools, of Female Grammar School No. 16, and of Colored Schools.

The number of Primary Schools is 59, which occupy 31 buildings, all of which, except the one temporarily occupied by Male Primary School No. 1, are owned by the city.

The number of pupils to a teacher, on enrollment, is 46. The number to a teacher, on average attendance, is 37. The percentage of attendance this year is 81—last year it was greater. By examining in detail the attendance of the various schools, though, it will be seen that the decrease in the attendance is mainly in which troubles, to which young children are liable at certain seasons, prevailed last year to an unusual extent, and that there is, in fact, marked improvement in the regularity of attendance in all the schools. The pupils of our English-German schools set an example in this respect worthy of imitation, the attendance in these schools being 92½ per cent. As a means of still further improving the attendance, a more judicious enforcement of the rules relating thereto is earnestly recommended.

Truancy is not so prevalent as heretofore. This evil is one that needs earnest co-operation to effect its destruction. Without the working together of all who desire its abolishment, its abolishment will never be accomplished. The subject is not a new one, the proper treatment of it is something with which we are not wholly unfamiliar, but until both bodies, the school authorities and the parents, are equally active in their endeavors to suppress the evil, truancy as a blot upon our school records will continue to exist. "As soon as all can be made to believe that the school, and not the street, is the place for children, especially for those of tender years, then a marked advancement in lessening the roll of absentees may be looked for with some reasonable expectation. Some parents seem

to think, even when necessity does not compel such a belief, that the sooner a child begins to learn how to earn a dollar, or a dime, it is just so much a matter of progress with the child—forgetting, in their mistaken ideas, that there are more than sufficient opportunities out of school hours for this sort of practical street education, and forgetting further that educated labor produces more in less time, both as regards money and amount, than that labor which is allowed to go to its task uninstructed and uninformed. There remains to us the conviction that when the system of public education is clearly and distinctly understood, both in its special and general bearings, by all who compose the public, the evil of truancy will be found to have materially lessened, and the roll of absentees to have diminished almost beyond measure. In this direction we trust that we are progressing."

In connection with the subject of discipline, it is well to mention again the necessity for complying with Articte XVI, Section 3, of the Rules of the Board. Pupils guilty of serious misconduct in one school, by the existing practice in many vicinities, give up their books and without trouble enter another school, soon, probably, to leave this under similar circumstances to go to another still—for they are almost invariably of the worst class of pupils, and keep "moving on" in the vain hope of finding a school to "suit" them. This class of pupils need control, not only for their own benefit, which is a great consideration, but with a view of upholding the authority of our teachers. Teachers have a difficult position to fill, and in order that they

may exert as much influence for good as possible, it is indispensably necessary that the community generally, and the authorities especially, do all in their power to invest the position with the dignity and consideration due it.

There is a greater equality than formerly in the size of the classes in the schools, and the work on this account is much more thoroughly done. The classes of our lowest grade teachers are of a much more reasonable size, the good effects of which are apparent. The rule requiring pupils not knowing the alphabet to enter the lowest grade during the months of September and February only, is also doing great service towards increasing the usefulness of this grade. Pupils under six years of age are not allowed to enter the Primary Schools as frequently as formerly.

By the present system of "promotion," it is too frequently the case that by the time a newly appointed teacher has become familiar with her duties and useful in the lowest grade, she is transferred to a higher grade, and the vacancy supplied, in most cases, by a person who has everything to learn, at the expense of her pupils, in the way of teaching. I earnestly invite the attention of the Board to the importance of making some mutually satisfactory arrangement by which teachers possessed of experience and skill in the management and instruction of young children may be induced to remain in charge of the lowest class when opportunities for "promotion" offer.

The methods of instruction in the lowest classes have greatly improved—many of the teachers in charge of them use the most approved means of acquainting their pupils in a reasonable time with a knowledge of reading, spelling and the alphabet. This is especially the case with most of those teachers who have been teaching the lowest grade for any considerable length of time.

In regard to methods of instruction, teachers are encouraged to investigate and understand all methods, and are at liberty to use those by which they can best succeed.

Much of what is claimed by some to be the "New Method," or that pursued in the Quincy Schools, has been in vogue in some of our schools ever since I have known them, and it has been the constant effort, both of the Superintendent and myself, to extend this method of instruction into all the schools. In explanation of this system the New England Journal of Education gives the following:

"A correspondent requests us to give a practical explanation of the 'new education,' 'the Quincy system,' 'improved methods of instruction;' 'not vague generalities, but rigid facts.' The request is reasonable. Perhaps a great many people besides our correspondent are in the same inquiring state of mind. It would be a happy day for the children, if the people of the United States were as eager to find out what the new education is, as to know whether General Grant wants

to be the next President. If the majority of the people really knew this, and lived up to their light, President-making, and a good many other tough problems in the Republic, would be mightily simplified.

"Go into one of some thousands of superior schools for little children—now happily more easily found than a few years ago—scattered through the country from Maine to Texas, and sit out a day's work.

"There is a crowd of children learning to read. Instead of beating up toward a simple sentence, for six months, through a maze of twenty-six unmeaning characters called the alphabet, these children adopt Horace Greeley's recipe for resumption—the way to read is, *to read.* A familiar object, known to them all, or a picture that calls up the mental object, is presented to them. 'What is this?' 'This is a cat.' The sentence, or as much of it as the teacher desires to impress, is written on the board, shown to the children as their answer. The word 'cat' is fixed in their minds as the name of pussy at home. In the same way, word after word, sentence after sentence, are written on the blackboard or shown on cards, till the children have acquired a considerable vocabulary for reading. Reiteration is here the law. The teacher keeps at it until great numbers of words and sentences are lodged, in the most natural way, in the children's minds; pronounced in the natural tones of voice; explained to the comprehension of the dullest. In this way a child begins to read, the first hour in school, in the same way he learned to talk—from being shown objects by his

mother, and repeating, after her, their names, till they are lodged in his memory for life.

"The same day begins the first lesson in writing. The child attempts to imitate, with slate and pencil, the words written or printed on the blackboard. Pretty bad scrawls at first, but the little things keep at it, comparing slates, and, after a few days, bring forth a handwriting a good deal more legible than the chirography of Horace Greeley, Gerret Smith or Rufus Choate. Reiteration still. The way to learn to write is—to write, and keep at it.

"Along with this begins drawing. Nothing is so attractive to children as testing the eye and the hand by the simplest forms: the line, the angle, the square, the circle. It's astonishing how they get on. Every child naturally desires to represent what he sees. If the venerable fogies who denounce drawing as an 'ornamental branch' will produce a wide-awake boy who does'nt cover the nearest board fence with his works of art, or whittle all creation to pieces, we will confess to the impeachment.

"Now, after reading it well along, comes the analysis of words into letters, pronounced by their radical sounds; and spelling by the phonic method. But, mind, these children are all the time learning to spell while learning to write and read; for writing a word often stamps it forever on the imagination. No sane English-speaking man attempts to spell in any other way than by recalling the look of the word, as written

or printed. So, by filling the blackboard and the slates with words of common use, the children are all the time learning to spell; not long columns of useless, technical, or impossible words, out of a spelling-book, but the words that must be used in their daily life.

"At the same time the children begin the study of grammar, in the natural way, by oral instruction from their teacher in the 'art of speaking and writing the English language correctly.' Bad grammar and habits of punctuation, brought in from outside, are all the time corrected. The children write sentences, little stories—whatever they will—as 'language lessons,' on their slates. It is surprising how easily and how well they do it. You'll find in a school of fifty little children half-a-dozen compositions as pithy, decisive and poetical as the Proverbs of Solomon. These children learn to write as Shakespeare learned—by having something to say, and saying it, in their way, with the pencil or pen.

"From the beginning, the whole school is instructed in habits of observation through object-lessons. The pupils learn the different geometrical forms by the use of blocks, and never forget them. A simple flower is given, and each child questioned as to what he sees; and in half the time that the boys of our old district school would cut their desk to pieces, or the girls eat up a pocketful of slate-pencils, all these children learn the simple elements of botany, and their eyes are forever opened to the glory of the flowers of the field. The same exercise with minerals, birds, fishes, through

the domain of animated nature up to the structure of man, year by year, is opening their eyes and training their faculties to read the Book of Nature, so long a sealed volume to the masses of mankind.

"Very early begin lessons in numbers, involving simple notation, numeration, and the primary operations—all taught by handling objects in the most familiar way. Geography is sprouted by teaching points of the compass, distances in the school-room, school-yard, village, or city streets, public buildings, with daily observation of the natural features of the accessible country. Geography, like charity, 'begins at home.'

"But how about school discipline all this time? While the children are busy in these pleasant ways, the school takes care of itself. Neither children or grown people commit crimes while busily occupied in agreeable and wholesome ways. These children are not tied to their benches. A short, wide-awake lesson, then a march around the room, an exercise in gymnastics, a little song, puts them in order for another ten minutes of work. Music is another of the rocks of offense by the venerable fogy, who seems to forget that when music began to come in the rod began to go out. We remember, day after day, in the good old times when little children were ranged in rows, with their hands extended to be struck with a ferrule; little girls set to 'holding down a knot' in the floor with one finger, or holding out a book at arm's length; ears boxed and pulled, hair torn out by the roots, etc. That vigorous race of schoolmasters and schoolma'ams put

their 'ornamental' work on the children themselves, in the shape of bruises, pinches, and black-and-blue marks, and always lived on the slope of a crater. The new education substitutes drawing, music, gymnastics, and the law of love, and makes a school a family. We prefer the 'ornamentals' of the new era to the old.

"But now comes down upon us an avalanche from the metropolitan press: 'Friends and brothers, you are cramming these children to death! Read this course of study for infant minds: Reading, writing, drawing, spelling, arithmetic, grammar, geography, composition, music, gymnastics, object-lessons in geometry, botany, ornithology, ichthyology,—ologies *ad infinitum*. Arouse, oh men and brethren! Literary maiden aunts, to the rescue! Penny-a-liners to the front! Save, oh save our darlings from the new education!'

"Did you ever count the 'objects' and 'subjects' that occupy the attention of a wide-awake boy in twenty-four hours? Was any girl ever killed at home because she turned her hand to fifty different things in a day? Why, that is the law of growth for childhood: *variety* of *interest*. Set a child to do only one thing, like learning to read by the alphabet, and you would make him an idiot in a week if Mother Nature didn't come in and upset your stupid plan, by distracting his attention every five minutes by something that will make an impression for life. The new education in the modern school simply utilizes this law of variety; leads the child in pleasant ways from topic to topic; so that in a year it knows more about a dozen useful things than it knew about reading in the old district

school, and has lived through the happiest year of its life, *because its schooling has simply been the continuation of the natural methods of developing its faculties, begun at the mother's knee.*

"When all education, from the cradle to the university, proceeds in this—the beautiful way by which the Infinite schoolmaster instructs us—shall we learn that what we call 'the new methods of instruction' are only the return to the old, eternal method of training the immortal soul that came in with the first man and will proceed through all the eternities to come."

Reading is receiving much more attention than formerly in the Primary Schools, and its condition is better than ever before. In most of the schools pupils read, very well, properly graded matter not found in the reader assigned to the grade. They can also spell most of the ordinary words met with in their readers, and incorporate them, and many of their variations in tense, case, or comparison, into either written or spoken sentences. Language and the spelling of ordinary words are receiving increased attention, the good effects of which are unmistakable.

Instruction in Arithmetic is not, as formerly, confined to the working of large examples in the four primary rules, but mental exercises in work of a practical character are given also, which add greatly to the interest of the subject as well as the usefulness of the instruction. In the main, the classes are well grounded in the tables.

Writing in many of the schools is taught excellently well, in others well, while in some desirable results have not been reached. Improvement in this branch though is evident in nearly all the schools.

The instruction in Music and Drawing goes on very successfully under the instruction of the special and regular teachers.

Notwithstanding the fact though, that such a condition of the Primary Schools exist, after a most careful consideration of the subject, I am satisfied that pupils six years of age ought not to be required to accomplish the work laid down by the Board for these schools in two and a half years, and that the work would be much more satisfactorily performed, both by the pupils and the teachers, if three years were devoted to its accomplishment. I, therefore, call the attention of the Board to the subject, and recommend the addition of another grade to the Primary Schools. Pupils would then enter the Grammar School at about nine years of age, which is quite time enough for them to do so.

The re-arrangement of the class-rooms in Male and Female Primary School No. 20, has added greatly to the convenience and usefulness of that building.

The building in the course of erection on Greene and Fayette streets will amply accommodate Male Grammar School No. 1 and Male Primary School No. 1. The latter school, in the meantime, is comfortably accommodated, and satisfactorily conducted, in the rented building on Greene and Mulberry streets.

The recommendations of the Board to the City Council for appropriations—to rebuild Primary Schools No. 23, No. 29 and No. 32,—to erect a building for Male Colored School No. 8, and to build an addition to Primary School No. 18, are very judicious, and it is hoped the Council will see fit to grant the necessary funds. The building occupied by Primary School No. 11, on Pierce and Schroeder streets, ought also to be added to the list, as it is not suitable for school purposes—the class-rooms are small and badly arranged both for ventilation and a proper accommodation of the classes.

The rented building occupied by Colored Primary School No. 4, on Biddle street near Pennsylvania avenue, has been much improved by the construction of four additional rooms, two for the Male, and two for the Female Department. As a further improvement of this building, it is recommended that each of the large rooms fronting the street be divided into two class-rooms by partitions.

It is again respectfully suggested that the Committee on Buildings be requested to recommend for the adoption of the Board a "Model Building," constructed upon the most improved scientific principles, in regard to arrangement, size of class-rooms, heating, lighting, and ventilation, and that all new buildings be constructed in accordance therewith. By an inspection of the buildings erected within the last eight or ten years, it may be easily seen that an arrangement of this kind would relieve the city from much unneces-

sary expense, and at the same time secure buildings more suited to the purposes intended.

Much more care than formerly is paid to the subject of ventilation in our schools. Before school, the janitresses see that the air in the building is thoroughly purified, at recess the windows are raised and a fresh volume is allowed to supply the place of the foul air. When the calisthenic exercises occur, the exercise of the pupils preventing their catching cold, the air is again purified by raising the windows for about three minutes. By this means, together with the ordinary arrangements for ventilation, pure air is generally secured. The subject of ventilation is becoming better understood by the teachers, and greater efforts are made to keep the rooms supplied with fresh air.

There is great disparity in the amount of painting and renovating done to the school buildings during the summer vacation, and it is urged that it be done more systematically, those being attended to first which are most in need. Buildings of a cleanly and inviting appearance should be furnished to all the schools, especially to those in the worst localities, as their influence does much towards humanizing the pupils. In this connection, I would mention the buildings occupied by the following Primary Schools: No. 2, No. 3, No. 7, No. 11, No. 12, No. 13, No. 22, No. 23, No. 25 and No. 29.

Superintendent Eliot, speaking of the revision of the Boston Schools, says:

"The most important thing in the way of revision is the change of the teachers' tenure of office from one to three years. It does not take effect until the beginning of the next school year, in April, 1880, but there seems no reason to fear that it will be delayed beyond that time. I wish that it might begin even sooner, and as a tenure for good behavior instead of for three years; and this not only for the teachers' sakes, but for the pupils'. It is plain that the teacher will be benefited, that he has anxieties enough without being anxious concerning his re-election, and that if any trouble outside of teaching can be spared him, its removal will render him better able to meet the trouble inseparable from his public duty. His largest resources, both moral and intellectual, are burdened without adding a feather's weight of uncertainty about his position or his income. More than all this, it is only by making him feel reasonably sure of his place, and for as long as he is able to fill it, that we encourage him to improve himself. He wants time for study, time for growth, and not only time, but inclination, say rather desire, which he can hardly feel if his future is precarious. To give him what he needs is to give his pupils what they need, even more than he. To him, his reappointment is a question merely of support or standing; serious matters to be sure, but not the most serious of all. To his pupils it is a question of example and influence, of the vigor and labor which he stirs in them, of the calmness and patience which they are to see in him if they are to cultivate them in themselves; in short, of the force he is to exert over their natures in order to do them the good for which they have been

brought to him. Many a teacher has taught as well under the shadow of an annual election as though he had been in unbroken sunshine; but many another has not, and it may be that these are not inferior to those in natural powers. A sensitive spirit, all tenderness and sympathy, as quick to feel others' wants as its own, responsive to every claim upon it, is just the spirit which our schools most need, and just the one to suffer most from a canvass repeated every year. Not one of all the men and women in the schools but will be encouraged by the greater degree of confidence in them implied by an appointment for three years, if not for more. They have not suffered from arbitrary action, or even from the fear of it, on the part of the School Committee. This body is not in the habit of dropping teachers without cause; indeed, they are often retained from mere reluctance to drop them. But so long as human nature remains the same, it may be taken for granted, that the committee which appoints its teachers on the most high-minded tenure will be rewarded by the most high-minded service. An annual election will always be colored to some extent by a sense of dependence on the teacher's side, and of patronage on the committee's, which it would be better for both sides, and for the schools, to wipe out forever. There is one consideration which seems to be of weight against a tenure limited by anything short of good behavior. It is that the best teachers, or very many of them, will neither seek nor accept a place involving re-election. Thus men who would adorn our schools turn from them to colleges, whose professorships, once given, are not to be given again; thus women, from whom a public school might draw

the very inspiration it requires, pass it by for some private institution where they feel they will be protected as well as employed. Such teachers are to be drawn to the schools, not by raising salaries or multiplying promises, but by making appointments once and for all. There will be no embarrassment as to their termination when the time to terminate them comes. It is never the good teacher who makes a difficulty about resigning."

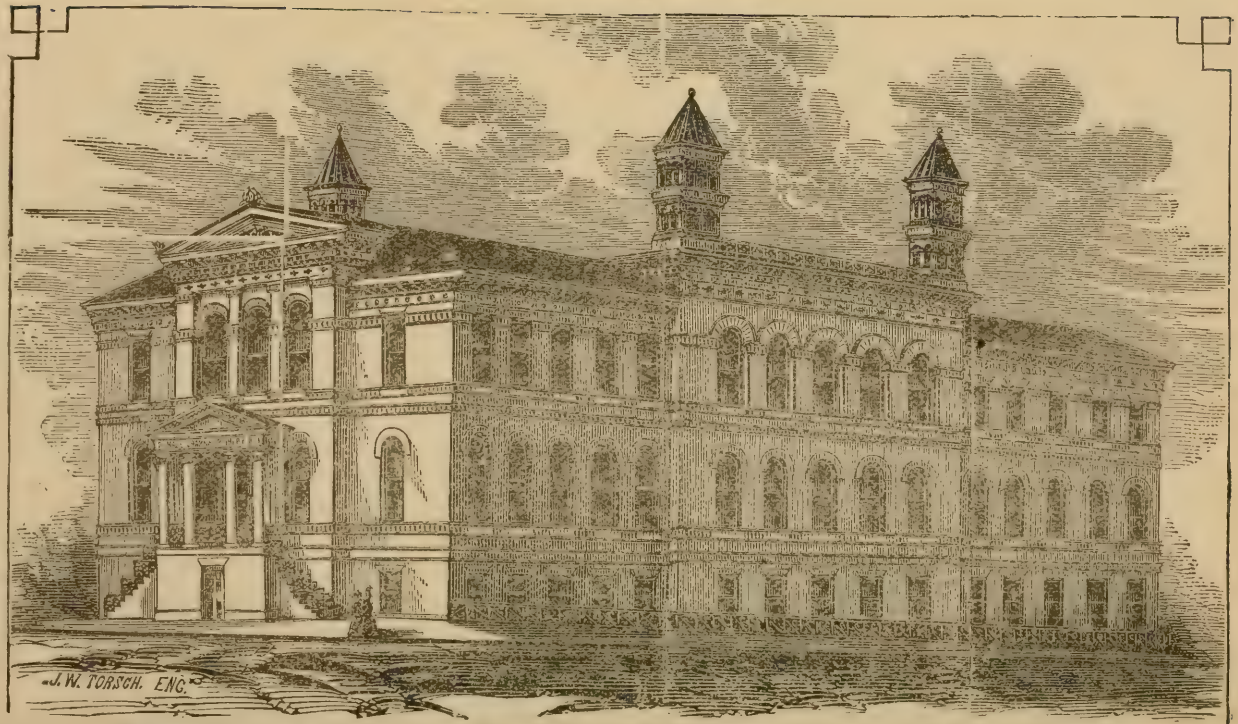
I feel that this report would be incomplete without some mention of the faithful and intelligent manner in which a great majority of our teachers are performing their arduous and perplexing duties.

As a general thing, they are daily becoming better informed upon educational subjects, more earnest in their efforts to advance the efficiency of the schools, and more observant of the rules of the Board regulating their conduct. Most that is good in our system is due to their labors, and it affords me pleasure to state, that in my opinion, their faithfulness, energy and intelligence will keep our schools abreast at least of the best in the country.

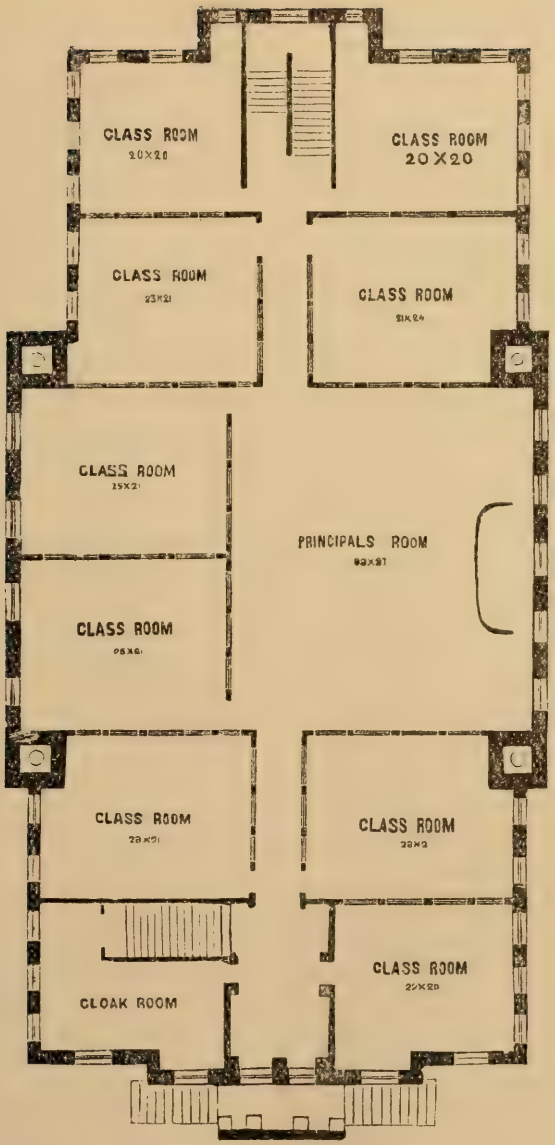
My thanks are due the Board, its officers, the teachers, and yourself especially, for courtesy and assistance extended to me on all occasions.

Respectfully submitted,

HENRY A. WISE,
Assistant Superintendent.



Female Primary and Grammar School, No. 1, S. W. Corner Fayette and Greene Streets.



Ground Plan of No. 1.

Baltimore City College, Howard Street, Opposite Centre.

Forty-First Annual Report

—OF—

Baltimore City College,

—WITH—

ACCOMPANYING PAPERS,

—FOR—

A. D. MDCCCLXXIX.

FACULTY OF BALTIMORE CITY COLLEGE.

WILLIAM ELLIOTT, JR., A. M., PH. D., PRINCIPAL,
Professor of Higher Mathematics.

*J. ASBURY MORGAN, A. M., PH. D., VICE-PRINCIPAL,
Professor of the Greek Language and of Mental and Moral Philosophy.

JAMES R. WEBSTER,
Professor of Writing and Book-Keeping.

ANDREW S. KERR,
Professor of Mathematics and Astronomy.

A. L. MILES, B. A.,
Professor of the French Language, and Adjunct Professor of Latin.

CHARLES F. RADDATZ,
Professor of the German Language.

CHAPMAN MAUPIN, M. A.,
Professor of the Latin Language.

POWHATAN CLARKE, M. D,
Professor of Natural Science.

CHARLES C. WIGHT,
Professor of History and English Literature.

RICHARD W. PREECE,
Professor of Drawing.

ALEXANDER HAMILTON,
Adjunct Professor of English and Mathematics.

STEPHEN F. NORRIS,
Tutor.

HENINGHAM GORDON, A. B.,
Tutor.

GERARD E. MORGAN, A. M.,
Tutor, *pro tem.*

* Deceased Nov. 30, 1879.

Committee on Baltimore City College

JOHN B. WENTZ,

276 East Baltimore Street, and 17 St. Paul Street.

G. S. GRIFFITH, JR.,

89 and 91 West Baltimore Street.

JAMES W. DENNY,

365 Dru'd Hill Avenue, and 31 St. Paul Street.

ROBERT H. SINCLAIR,

295 Aisquith Street, and 70 North Charles Street.

JOHN T. MORRIS, *ex-officio,*

43 North Charles Street.

H. E. SHEPHERD, SUP'T, *ex-officio.*

COMMENCEMENT.

The names of the young Gentlemen to whom certificates were given at the Commencement in June, 1879, in testimony of their having satisfactorily completed their respective courses of study, are as follows:

I. Of the Five Years Course:—

Edgar Howard Bankard,
William Shirley Bayley,
Hiram Block,
Joseph Chalmers France,
John Carl Heilig,
Whitford Loane McDowell,
Charles Lee Mitchell,
Henry Tegmeyer Porter.
Johnstone Hamilton Quinan,
Howard Newcomer Roberts,
Adoniram Judson Robinson,
William Jacob Roth,
Edward Louis Watson.

II. Of the Four Years Course:—

Hugh S. Thompson.

III. Of the Three Years Course:—

Thomas M. Kellogg,
Copeland Morton,
Horace Steiger.

IV. Of the One Year Course:—

John Henry Collison,
Washington Irving Davis,
Frederick Benjamin Eisenbrandt,
Edmund Charles Fahlen,
William George German,
George Bramwell Howser,
John Joseph Maguire,
Andrew Perry Spamer,
John Henry Veditz,
Charles Edwin Waggner.

The recipients of the Peabody Prizes were as follows:

Of the First Grade, One Hundred Dollars Each.

Joseph C. France, Whitford L. McDowell, John C. Heilig.

Of the Second Grade, Fifty Dollars Each.

Edgar H. Bankard,
A. Judson Robinson,
William S. Bayley,
Charles L. Mitchell,

NOTE.—Mr. H. T. Porter having been out of school for one year, could not compete for a Peabody Prize. His standing maintained during his connection with the College was such, as to have entitled him to a Second Grade Peabody Prize.

REPORT

OF THE

Principal of Baltimore City College.

BALTIMORE, December 31, 1879.

To the Board of Commissioners of Public Schools:

GENTLEMEN:

I herewith present the forty-first Annual Report of this School, which, with the accompanying papers, will furnish you its history for the year and its present condition.

From the date of the last Report to the close of the scholastic year, there were no occurrences in connection with the school to interrupt its ordinary routine of duties. These were brought to a satisfactory conclusion on the twenty-fifth day of June, on the evening of which the usual Commencement Exercises were held in the main auditorium of the Academy of Music, in the presence of an unusually large audience.

After prayer by Rev. Dr. Brantley, addresses were delivered by the following named members of the graduating class: Messrs. Joseph C. France (Honorary),

Edward L. Watson, Henry T. Porter, Adoniram J. Robinson and Whitford L. McDowell (Valedictory).

At the close of the addresses, which were listened to with evident satisfaction by all present, the certificates, authorized by the Mayor and City Council and the School Board, were presented to the graduates by Hon. F. C. Latrobe, Mayor.

Certificates were also given to those members of the One Year Course who had fulfilled the prescribed conditions, and, in accordance with a resolution of the Board, to several other young men who had satisfactorily completed the studies of their respective classes, but were prevented by circumstances from returning to school.

The Peabody Prizes were then distributed in accordance with the provisions of the Donor, by P. H. Uhler, Esq., of the Peabody Institute, after which John T. Morris, Esq., President of the School Board, handed to Messrs. Bayley and Quinan, of the graduating class, the publications of the Early English Text Society and the New Shakespeare Society, which had been awarded to them, respectively.

The names of the recipients of certificates and Peabody Prizes are given on one of the accompanying papers.

Messrs. Latrobe and Morris, in performing the duty assigned them respectively, took occasion each, in fitting terms, to express his best wishes for the future of the young men about to sever their connection with the school.

The exercises of the evening were closed with the Benediction, by Rev. J. J. G. Webster.

A pleasing incident of this Commencement occasion, was the presence, among the prominent gentlemen on the stage, of our well-known fellow citizen John B. Seidenstricker, Esq., who, forty years ago, being at that time the President of the Second Branch of the City Council, was the author of the resolution, the adoption of which resulted in the establishment of the High School, now the City College. The announcement of this fact was heartily applauded by the audience.

The examination of applicants for admission to the College took place on the twenty-sixth and twenty-seventh days of June. The number in attendance was so large, that, in addition to our own building, it was found necessary to obtain the use of that of the Western Female High School, to accommodate them. Of the three hundred and fifty-one applicants, three hundred and twenty were from the Grammar, fifteen from the English-German, and sixteen from Private Schools.

Subsequently, other applicants from Private Schools were examined, several of whom were admitted Of the number admitted, two hundred and ninety-four entered in September.

These, with two hundred and eighty-one of the last year's students who returned, and four who re-entered, made the whole number at the beginning of the scholastic year five hundred and seventy-nine.

In classifying this unusually large number, it was seen that it would be necessary either to make our first

year classes larger than usual, or to increase the number of those classes. To do the latter, would necessitate an increase in the number of Instructors in the College, and consequently increase the cost of conducting it.

As the Board was, at that very time, under the necessity of making special efforts in the interests of economy, a recommendation that might tend to embarrass it in that regard, was thought to be of doubtful propriety, and accordingly no change was made in the schedule. I deem it my duty, however, to state here, that the experience of the last four months has shown, unmistakably, that, in order to reach satisfactory results, our first year classes must in the future be much smaller than they are at present.

Under the direction of the Inspector of Buildings, a change was made, during the vacation, in the internal structure of our building. This was deemed necessary, both as a sanitary measure and because of the increasing need for class room accommodation. This change, however, was made at the expense of our yard accommodations, previously not too ample.

To meet the present, but especially the prospective wants of the school in this direction, it is hoped that in the near future, such action may be taken as will result in the extension of the yard, so as to include the present site of the small unsightly buildings in the rear of the College Building.

It is proper, also, to state here, that the appropriation made for increasing the facilities for laboratory

work was judiciously expended, and that the results of this expenditure promise to be satisfactory.

I now proceed to record three events of an unusually painful character that have transpired during the year; reference to which, in this report, I deem to be necessary to its completeness.

The first of these, the death of Master Ernest Weiler, a student of much promise and highly esteemed by his instructors and classmates, occurred on the twenty-seventh of February. His classmates gave expression to their regard for his memory in a series of resolutions, a copy of which they had handsomely engrossed and presented to his bereaved parents.

The next was the death of our former colleague, Dr. James McIntire, on the 12th of April, 1879. Dr. McIntire, though not at the time of his death connected with the College, had been a Professor in the same from 1842 to 1874, and was greatly respected by those who had been associated with him, as a Christian gentlemen and a scholar. At a meeting of the Faculty, all the members of which had either been his pupils or colleagues, a series of resolutions, expressive of their sorrow at his death and of condolence with his family, was adopted and sent to them.

Prof. J. Asbury Morgan, the record of whose death will close this chapter of sad events, was elected Vice-Principal of Baltimore City College, July, 1858, and served in that capacity until the close of the scholastic year of 1860, at which time he resigned. In 1862, he was again elected to the same position, and continued

therein until the time of his death, November 30th, 1879.

From his early manhood, Dr. Morgan had been engaged in teaching; the most of that time in this city, where are to be found many who enjoyed the benefit of his varied attainments, wide culture and conscientious devotion to duty.

Intimately associated with him for twenty-two years, I had learned to esteem him as the possessor of those qualities of heart and mind that made him a wise counselor and a sincere friend, and shall ever regard his death as a personal bereavement.

Immediately upon the announcement of his death, the exercises of the College were suspended, and at a meeting of the Faculty, subsequently held, the following paper was unanimously adopted:

"WHEREAS, It has pleased Divine Providence to remove from our midst, DR. J. ASBURY MORGAN, late Vice-Principal and Professor of Greek and Moral Philosophy in this College, who has nearly uninterruptedly, from 1858 to the present time, discharged the duties of his position with untiring fidelity; and whereas, it is meet and proper that we, his surviving colleagues, should express and put upon record the respect and regard we cherish for his past services and character, therefore, be it

"1. *Resolved,* That whilst humbly bowing to the decree of Almighty God in thus taking from a career of usefulness and honor among us our esteemed friend and colleague, we recognize the severe loss which this

institution and the public schools of this city have suffered.

"2. That we bear witness to his zeal and ability as a teacher; to the purity and integrity of purpose, animated by high Christian sentiment, which he carried into the routine of his daily duties; that he was ever mindful of, and striving conscientiously to promote, the moral and mental improvement of those committed to his instruction; that as a citizen he was useful and public-spirited, a courteous gentleman, a kind friend, with sympathetic heart, ready to respond to the calls of the poor, the needy and the distressed.

"3. That our profoundest sympathy be tendered to the bereaved members of his family, and the assurance of the continued honor in which we hold his memory.

"4. That this action of the Faculty be published in *The American* and *Sun*, and an engrossed copy of the same be furnished the family of the deceased."

Appropriate action was also taken by the students who constituted Dr. Morgan's classes, and by former students of the College.

The death of our colleague made a re-arrangement of the department of Ancient Languages necessary; this was effected by assigning to Prof. Maupin the classes in Greek, and to Mr. G. E. Morgan, whom the Principal was authorized by the Committee to employ, the classes of which it became necessary to relieve Prof. Maupin. These changes were made with but little interruption to the exercises of the school.

Mr. Morgan, who by this arrangement becomes, for the time being, an instructor, is a son of Dr. Morgan, is a graduate of the College, and subsequently of Dickinson College, and was, during last year, an Assistant Professor in the Wesleyan University of East Tennessee.

In closing this report, I again bear testimony to the ability and faithfulness of my colleagues. Illustrations of the efficiency of their labors are abundant in this city, in which there are so many of the graduates of the College now creditably filling prominent positions in business and professional circles.

I repeat the invitation to our fellow citizens to visit the College at their convenience. Such visits, I am sure, will tend greatly to increase their respect for the founders of an institution which is at once a centre of moral and intellectual influence in this community, and cause them to approve and commend such legislation as will give to it a liberal support.

I again take occasion to express to the Members of the Board, especially to the Committee on the College, my obligations for their continued co-operation in advancing its interests.

Hoping that in this regard, the future may be as the past, I am,

Respectfully,

WM. ELLIOTT, JR.,

Principal.

CURRICULUM.

FIRST YEAR.

English Grammar and Analysis,
Arithmetic,
History of England,
Writing,
Physiology,
Latin, commenced,
Book-Keeping, commenced,
Algebra.

SECOND YEAR.

Composition,
English Grammar and Analysis,
History of Rome,
Book-Keeping, continued,
Natural Philosophy,
Latin, continued,
German, commenced,
Geometry, completed,
Plane Trigonometry.

THIRD YEAR.

Rhetoric, Composition and Elocution,
History of English Literature,
Natural Philosophy, (full course,)
Latin, continued,
German, continued,
Greek, commenced, (optional,)
French, commenced,
Trigonometry and Applications

FOURTH YEAR.

English Literature,
Mental Philosophy,
Moral Philosophy,
Constitution of the United States,
Chemistry,
Latin, continued,
Greek, continued,
French, continued,
German, continued,
Analytical Geometry,
Astronomy.

FIFTH YEAR.

Latin, continued,
Greek, continued,
Calculus,
English Literature, continued,
Logic,
Moral Philosophy,
French, continued,
German, continued,
Chemistry, continued,
Astronomy, continued,
Review of Mathematics.

ONE YEAR COURSE.

English Grammar,
Commercial Arithmetic,
Book-Keeping and Business Correspondence,
History of the United States,
Physiology,
Drawing,
Physics.

Recitations of Baltimore City College.

81st and 82d Terms.

I. RECITATIONS HEARD EACH WEEK BY THE RESPECTIVE PROFESSORS.

PROF. ELLIOTT—Plane and Spherical Trigonometry, 4 times; Analytical Geometry, 4 times; Calculus, 3 times; Review of Mathematics, 4 times; Preparation, 3 times; Geometry, 2 times.....20

PROF. WEBSTER—Book-keeping, 13 times; Writing, 11 times.....24

PROF. KERR—Geometry, 13 times; Plane and Spherical Trigonometry, 4 times; Astronomy, 2 times; Preparation, 4 times.....23

PROF. MILLES—Latin, 15 times; French, 10 times.....25

PROF. RADDATZ—German, 15 times, History, 7 times; Preparation, 2 times.....24

PROF. MAUPIN—Greek, 12 times; Latin, 12 times.....24

PROF. CLARKE—Natural Philosophy, 17 times; Chemistry, 5 times; Geology, once.....23

PROF. WIGHT—English, 17 times; Rhetoric, 4 times; Composition, once; Preparation, 2 times.....24

PROF. PREECE—Drawing, 16 times.....16

PROF. HAMILTON—Algebra, 16 times; Arithmetic, 5 times; Composition, 2 times; Preparation, once.....24

MR. NORRIS—Arithmetic, 8 times; History, 8 times; Composition, 5 times; English, 2 times; Ex. Composition, 2 times.....25

MR. GORDON—Latin, 10 times; Physiology, 11 times; Preparation 4 times.....25

MR. MORGAN—Latin, 15 times; Preparation, 8 times.....23

Recitations of Baltimore City College.

81st and 82d Terms.

II. RECITATIONS MADE EACH WEEK BY THE RESPECTIVE CLASSES.

J Class—Greek, 4 times; Latin, 4 times; English, once; French, 2 times; German, 2 times; Calculus, 2 times; Review of Mathematics, 2 times; Astronomy, once; Chemistry, 2 times; Geology, once; Preparation, 4 times.....25

I Class—Greek, 4 times; Latin, 4 times; English, 2 times; German, 2 times; French, 2 times; Analytical Geometry, 4 times; Astronomy, once; Chemistry, 3 times; Preparation, 3 times.....25

H^1 Class—Latin, 4 times; Greek, 4 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Preparation, 2 times.....25

H^2 Class—Latin, 5 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Review Mathematics, 2 times; Preparation, 3 times....25

G Class—Latin, 5 times; Geometry, 5 times; German, 3 times; History, 2 times; Natural Philosophy, 3 times; English, 2 times; Drawing, 2 times; Book-Keeping, 2 times; Preparation, once.....25

F Class—Same as G 25

E Class—Same as G.....25

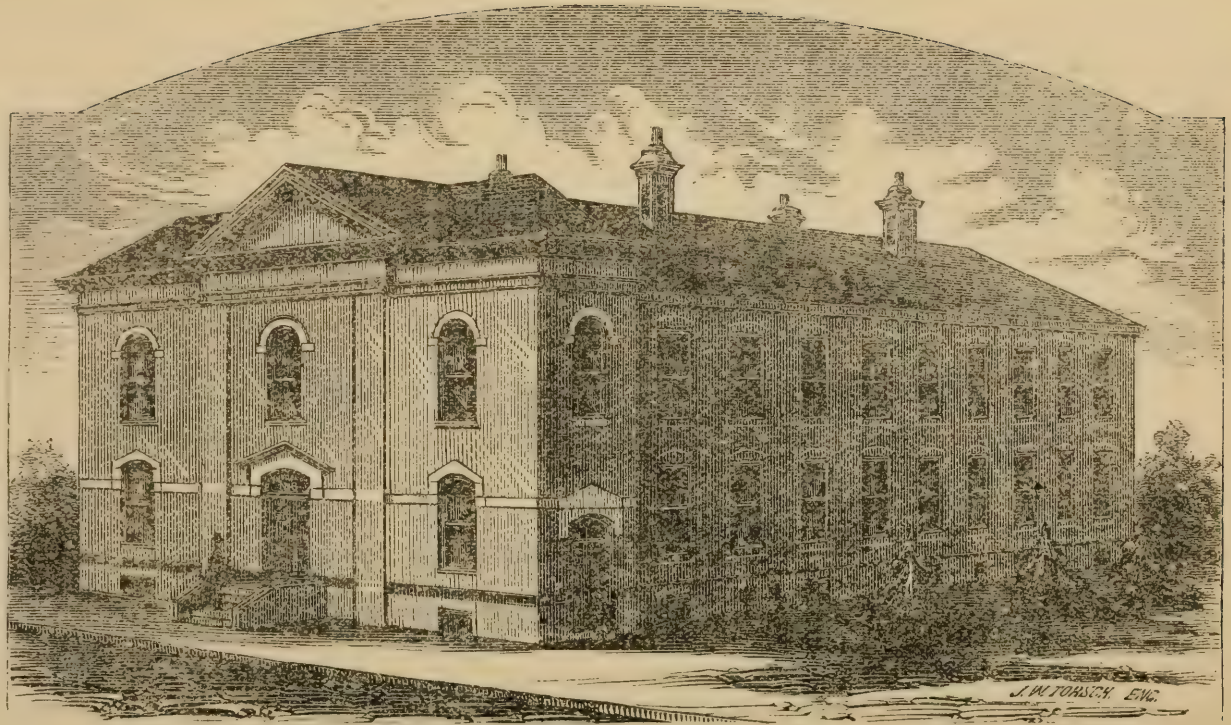
D Class—Latin, 5 times; History, 2 times; Arithmetic, 2 times; Composition, once; Physiology, 2 times; Algebra, 4 times; Drawing, 2 times; Book-Keeping, once; Writing, 2 times; English, 2 times; Preparation, 2 times.....25

C Class—Same as D.....25

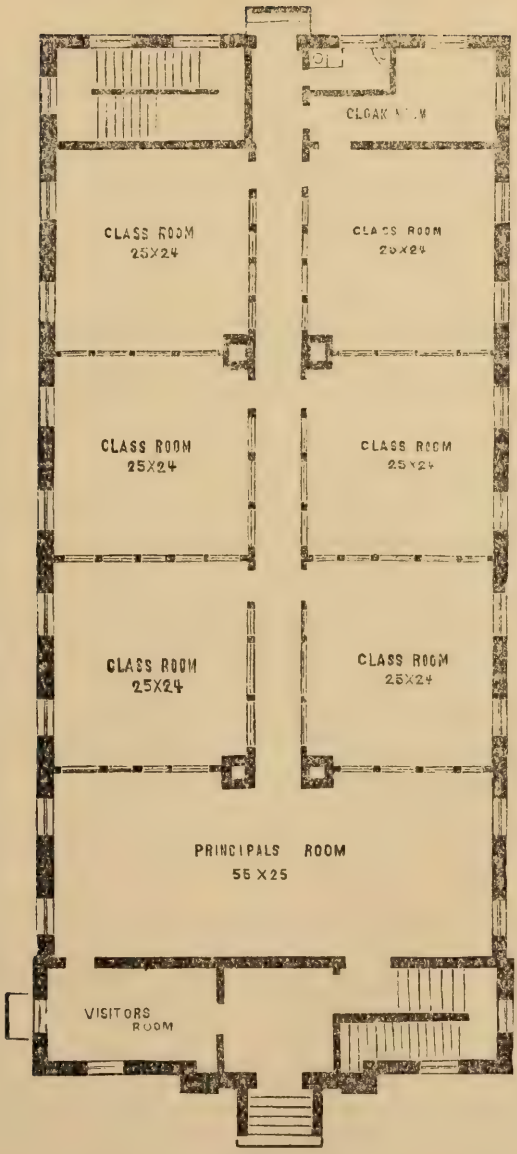
B Class—Same as D.....25

A Class—Same as D.....25

A^2 Class—Arithmetic, 5 times; Physics, 2 times; English, 2 times; Composition, once; Physiology, 3 times; Drawing, 2 times; Book-Keeping, 3 times; Writing, 2 times; History, 2 times; Review, once; Preparation, 2 times.....25



Male and Female Grammar School, No 6, Division Street, Near Lanvale.



Ground Plan of No. 6.

REPORT OF THE PRINCIPAL

—OF THE—

Eastern Female High School

—WITH—

ACCOMPANYING PAPERS,

FOR THE YEAR 1879.

COMMITTEE

—ON THE—

FEMALE HIGH SCHOOLS.

JOHN P. POE,

WM. C. ATKINSON,

H. B. ROEMER,

WILLIAM M. IVES,

Dr. WILLIAM LEE,

GEO. H. BUDEKE,

JOHN T. MORRIS, *ex-officio,*

H. E. SHEPHERD, *Sup't.*

Faculty of the Eastern Female High School.

W. F. WARDENBURG,

Astronomy, Chemistry, Mental Philosophy, Algebra.

ELIZABETH A. BAER,

Rhetoric, Elocution, Composition.

PHEBE J. TOMPKINS,

Arithmetic.

SARAH L. BASSFORD,

Etymology, History, Composition, Rhetoric, Book Keeping.

MARY C. GEDDES,

Algebra, Geometry.

LAURA V. DEVALIN,

Physiology, English Literature, Composition.

ELIZA E. NICOLAI,

History, Natural Philosophy, Composition.

LAURA M. MULLIN,

Drawing.

LOUISA BROWNING,

Grammar, Composition, Literature.

AMANDA DUBRIEUL,

French.

W. A. TARBUTTON,

Vocal Music.

GRADUATES.

Apel, Minnie
Armiger, Rosa B.
Bandell, Mary C.
Barnes, Cora Lee
Birdsey, Lillian
Blackman, Adah
Brinton, Clara M.
Bristor, Rosie E.
Burgan, Kate S.
Burnett, Maggie K.
Clagett, Adelaide
Dorritee, Hannah H.
Durkin, Margaret
Ettinger, Elenora W.
Evans, Florence E.
Hanlon, Kate V.
Harrison, Anna B.
Mahon, Theodocia B.
McElfresh, Eleanor S.
McLaughlin, Marie P.
Miller, Emma
Mills, Ella T.
Mitchell, Eleanor
Mitchell, Sophia
New, Adeline M.
Pierce, Emma T.
Ringrose, Mary
Rusk, Helen M.
Ryttenberg, Hattie R.
Search, Louisa
Strahan, Nellie B.
Sultzer, Delia C.
Thompson, Virginia
Toland, Sarah
Treanor, Jane
White, Annie V.
Wise, Elizabeth O.
Wright, Ada M.

Recipients of the Peabody Medals.

FIRST GRADE.

Miss ADA M. WRIGHT,
" HELEN M. RUSK,
Miss MARY C. BANDELL,
" ELEANOR S. McELFRESH,
Miss HATTIE R. RYTTENBERG.

SECOND GRADE.

Miss ADELINE M. NEW,
" MINNIE APEL,
" CLARA M. BRINTON,
" ANNIE V. WHITE,
" FLORENCE E. EVANS,
Miss KATE V. HANLON,
" THEODOCIA B. MAHON,
" LILLIAN BIRDSEY,
" LOUISA SEARCH,
" ELEANOR B. STRAHAN.

Recipients also of the Maryland Institute Full Membership Tickets for one year, and of tickets to Lectures Peabody Institute.

Additional Number Receiving Tickets

—TO—

LECTURES PEABODY INSTITUTE.

Miss JANE TREANOR,
" CORA LEE BARNES,
" ADAH BLACKMAN,
" DELIA C. SULTZER,
" EMMA T. PIERCE,
Miss ANNA B. HARRISON,
" ADELAIDE CLAGETT,
" KATE S. BURGAN,
" SOPHIA MITCHELL,
" SARAH C. TOLAND.

REPORT

OF THE

Principal of Eastern Female High School

BALTIMORE, December 31, 1879.

To the Commissioners of Public Schools:

GENTLEMEN:

The report of the Eastern Female High School for the year ending December 31, 1879, is herewith respectfully submitted.

The entire number of pupils in the school during the year was four hundred and seventy-seven. There are at the present time on roll three hundred and forty-six. Of those who withdrew, thirty-eight were graduated. The average attendance was ninety-one per cent.

The substitution of Shaw's New History of English Literature for Shaw's Manual, and the introduction of Bain's Rhetoric were the only changes made in our text-books.

By referring to our course of study, it will be found that a large portion of the time is given to such mathematical and English branches as are acknowledged to be the true and only foundation of a solid education. Considerable attention is also given to drawing. As the value of this subject, not only as a method of cultivating the taste and quickening the perception, but also as a means of earning a livelihood, comes to be better known, we feel confident that it will be classed with the essentials. Several of the former pupils of the school have obtained employment by reason of their skill in this branch.

It has been suggested by the teachers of history, that better and more satisfactory work can be done in this department by the substitution of special histories for the compendium now in use; in due time, the views of these ladies will be placed before the Committee on High Schools for consideration.

The general deportment of the school has been good. The pupils have been kind to one another, and respectful and obedient to their teachers. It is the first aim of the institution to send into the community women who will exert an elevating influence in any sphere of life in which Providence may place them. In this connection, we are constrained to say that the competition engendered by the Peabody medals is not conducive to the harmony of the school or to the welfare of the pupils. For the first three years of the course, the girls seem contented and more anxious to obtain knowledge than to secure high marks; but in the fourth year, the work of which decides who are to receive

these medals, there is a feverish anxiety in regard to averages, with, perhaps, an abatement of the little sympathies and courtesies so attractive in the intercourse of the young. Besides this, we believe that prizes of any kind have a tendency to lower the true dignity of education.

Among the large number of pupils received from the grammar schools each year, it is to be expected that some will be found who are unable to do the work of the High School. Finding the requirements beyond their ability, and seeing inevitable failure before them, they withdraw. This is a matter that should receive the careful consideration of all concerned, as many a child who might otherwise obtain a fair education, is taken from school before she has a useful knowledge of even the ordinary branches.

Since our last report, the facilities for dismissing the school have been greatly increased by the erection of an additional stairway from the study hall to the bonnet room. The work was done under the direction of Mr. Robert Beetley, Inspector of Buildings, to whose personal supervision are largely due its completeness and adaptability to the purpose intended.

Our Library is still without the necessary reference books, and our Laboratory is in need of apparatus. We trust that the Board, at an early day, will remedy these deficiencies.

Before closing this report, we desire to express our thanks to the Superintendent and to the Members of

the Committee on High Schools, for their hearty co-operation in all things tending to the welfare of the school; also, to the Officers and Members of the Board for their uniform kindness.

W. F. WARDENBURG,
Principal.

SUMMARY

Of Annual and Special Examinations for 1879

GRAMMAR, PRIVATE AND ENGLISH-GERMAN SCHOOLS.	Examined.	Admitted.
No. 2	26	22
" 3	19	19
" 5	27	26
" 7	3	3
" 11	27	24
" 13	42	42
" 17	22	20
" 20	25	20
" 3 English-German School	3	3
" 4 " " "	1	1
Private Schools	5	1
	200	181

CLASS RECITATIONS.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

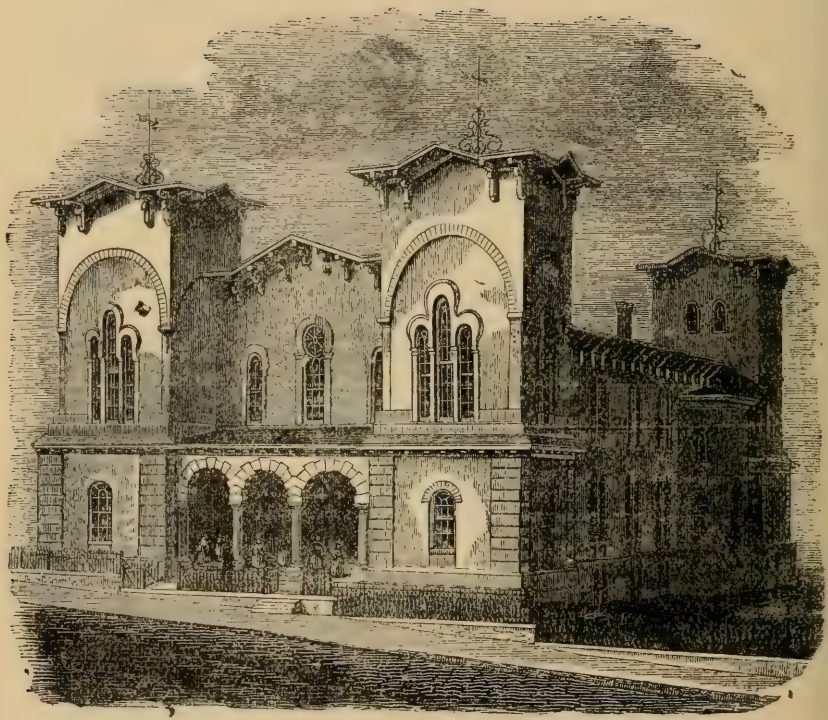
K AND L—Mental Philosophy, 3; Algebra, 2; Chemistry, 3; English Literature, 2; Grammar, 1; Elocution, 2; Book-Keeping, 2; Arithmetic, 2; Drawing, 2; French, 2; Music, 2; Composition, 2.

H AND I—Astronomy, 4; English Literature, 1; Rhetoric, 2; Elocution, 1; Algebra, 3; History, 2; Geometry, 3; Mensuration, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

E AND G—Rhetoric, 3; Literature, 2; Elocution, 1; Algebra, 3; Arithmetic, 3; Natural Philosophy, 4; Experiments, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

A, B, C AND D—Physiology, 4; History, 4; Etymology, 2; Grammar, 2; Composition, 1; Arithmetic, 3; Algebra, 3; Drawing, 2; French, 2; Music, 2.

K AND L ..... Fourth Year Classes.
H AND I ..... Third " "
E AND G ..... Second " "
A, B, C AND D ..... First " "



Western Female High School.

REPORT OF THE PRINCIPAL

—OF THE—

Western Female High School

—WITH—

ACCOMPANYING PAPERS,

FOR THE YEAR 1879.

COMMITTEE

—ON THE—

FEMALE HIGH SCHOOLS.

JOHN P. POE,

WM. C. ATKINSON,

H. B. ROEMER,

WILLIAM M. IVES,

Dr. WILLIAM LEE,

GEO. H. BUDEKE,

JOHN T. MORRIS, *ex-officio*,

H. E. SHEPHERD, *Sup't*.

Faculty of the Western Female High School.

D. A. HOLLINGSHEAD, A. M., *Principal*,
Astronomy, Chemistry, Mental and Moral Philosophy, Algebra and Experiments in Natural Philosophy.

P. A. HARTMAN,
English Literature, Rhetoric, History, Composition.

S. S. RICE,
Rhetoric, Elocution, Etymology, Grammar, Composition.

J. S. WILLIAMS,
Algebra and Composition.

EMMA COWMAN,
Rhetoric, Physiology, Etymology, Composition.

H. C. ADAMS,
History and English Literature.

L. C. SAUMENIG,
Geometry, Book-Keeping, Physiology, Arithmetic.

I. HAMPSON,
Natural Philosophy, Algebra, Composition.

MRS. A. P. TUDOR,
Arithmetic.

L. D. BRIAN,
Grammar, Etymology, Astronomy, Composition.

E. J. DAVIS,
Drawing.

PROF. V. RIGUEUR,
French.

PROF. W. A. TARBUTTON,
Music.

Graduates Receiving Peabody Medals.

FIRST GRADE.

Miss LUCY CLARE HANK,
" LENA E. CARPENTER,
Miss SUSIE B. DUNGAN,
" ANNIE C. MEUSHAW,
Miss ELLA COWMAN.

SECOND GRADE.

Miss BLANCHE MacCARTHY,
" IDA M. BOYD,
" MARY E. ELY,
" LILLIAN REESE,
" FLORENCE BARNES,
Miss TILLIE FRANKEL,
" ANNIE DOERKSEN,
" FANNIE HAYNES,
" IDA B. HILL,
" EMMA ELDER.

Additional Number Receiving Tickets to Lectures to Peabody Institute.

Miss LILLIAN CREERY,
" OLIVE C. MACY,
" SALLIE N. COLLINS,
" JENNIE M. LEWIS,
" MINNIE DOUGHERTY,
Miss LILLIAN GATCH,
" MAGGIE ROBINSON,
" SALLIE COOK,
" MARY SULLIVAN,
" IDA C. SHERER.

Miss Lucy Border, by merit standing, was entitled to the fifth Ten Dollar Medal, and Miss Katie Dodd to one of the Tickets of Free Admission to the Peabody Lectures, but not having consecutively completed the regular course of four years study, neither one of them could compete for these honors.

Graduates and their Essays.

Anderson, Lillie ..... *The Decorative Art.*
Boyd, Ida M. ..... *Doing the Duty that Lies Nearest Us.*
Butler, Lizzie ..... *The Magic of Physical Beauty.*
Barnes, Florence E. ..... *Here Past, Present, Future, spring Triple Blossoms from One Root.*
Border, Lucie ..... *American Girls.*
Cameron, Katie L. ..... *After and Over.*
CARPENTER, LENA E. ..... *NAPOLEON AT THE BRIDGE OF LODI.*
Cowman, Ella ..... *A Choice of Books.*
Creery, Lillian M. ..... *The Eternal Presence of the Past.*
Collins, Sallie N. ..... *Genius which gives—Talent which takes.*
Cook, Sallie .. .. *What Great Events from Trivial Causes Spring.*
DUNGAN, SUSIE B. ..... *THE WEIRD IN POETIC LITERATURE.*
Daugherty, Minnie ..... *Mysteries of Voice and Ear.*
Doerksen, Anna .... *Do We Make Our Lives, or do Our Lives Make Us?*
Dodd, Katie ..... *The English Love of Home.*
Ely, Mary E. ..... *Memory's Dreams are Pleasant Dreams, They Tell us of the Past.*
Elmer, Mary F. ..... *Sunset on the Hudson.*
Elder, Emily ..... *Fire of Thought and Soul of Song.*
Fisher, Marie ..... *Emblems of Flowers.*
Fillinger, Laura V. ..... *Graduation.*
Frankel, Tillie .... *German and French Sentimentality.*
Gatch, Lillian E. ..... *Home.*
Graham, Sophie ..... *Blanks.*
Goettman, Frances ..... *Big Words.*
HANK, LUCY C. ..... *LABOR IS PRAYER.*
Hare, Ida F ..... *Light Reading.*
Hamilton, Alice H. ..... *Dawns and Sunsets.*
Harden, Octavia ..... *Men of War, Wood and Stone.*
Hill, Ida B. ..... *Modern Heroes.*
Haynes, Fannie ..... *The Marble Waiteth.*
Irvin, Nina ..... *Chimes.*
Kahn, Theresa .... *Influence of Woman.*
Kuhn, Anna ..... *Higher Education for Women—Its Influence on Society.*
Lewis, Jennie M. ..... *Landscape.*

Graduates and their Essays--Continued.

Loane, Carrie V. ..... *"Hows" and "Whys" of Life.*
MacCarthy, Blanche. ..... *The Past of Egypt Viewed from the Present.*
Meushaw, Anna C. ..... *Golden Dreams and Leaden Realities.*
Macy, Olive C. ..... *Keramics.*
Nicholson, Mollie V. ..... *Different Spectacles through which we View the World.*
Reese, Lillian. ..... *Men for the Times.*
Robinson, Maggie. ..... *Color Blindness.*
Scherer, Ida C. ..... *Mental Types in Different Ages.*
Sullivan, Mary. ..... *Problems, Verses, Compositions.*
Seegar, Minnie. ..... *The Book and the Binding.*
Trader, M. Louise. ..... *Spilt Milk.*
Wilson, Caddie. ..... *Our Institution.*
Wilen, Katie E. ..... *Proper Cultivation of Mind essential to Human Happiness.*
White, Virginia D. ..... *Fairyland of German Romance.*
Webb, Maggie. ..... *Fairies and Fairy Stories.*

REPORT

OF THE

Principal of Western Female High School

WESTERN FEMALE HIGH SCHOOL,

BALTIMORE, December 31, 1879.

Commissioners of Public Schools:

GENTLEMEN:

In submitting the thirty-fourth Annual Report of this Institution, it affords me pleasure to be able to state that its condition and prospects are quite as satisfactory as at any previous period in its history. The unusually large accession of students this session, rendered an additional supply of desks for our Study Hall necessary, which, in due time, we received, and we are now able to seat comfortably in that room 566 pupils. At our opening we had on roll 560, made up as follows:

Former Students returned..... 286
Entered under general and special examinations..274

Notwithstanding the number detained from school, by protracted sickness and by severe and inclement weather, the attendance during the past year averaged 93 per cent., which we think speaks well for the interest which our students manifested in their school work, especially when it is remembered that a number reside beyond the city limits. In consequence of our unusually great accession this year, our first year classes have been undesirably large, and would have justified our applying for an additional teacher, but not having a sufficient number of class rooms for the members of our present Faculty, any increase in their number would have been a disadvantage to the harmonious and successful working of the school, and for this reason, our teachers preferred to undertake the increased amount of labor imposed by the formation of larger classes to the interruptions which would necessarily result from increasing both the number of teachers and classes, without having class rooms in which to accommodate them.

We hope, however, that before the opening of another session, this difficulty will be obviated by providing at least two new class rooms, as it is of vital importance to the efficiency of the school. The necessity for them is so urgent, that I feel impelled again to bring the matter, thus officially, to your attention. In this connection I will, also, again remind you of our want of an additional supply of apparatus for the departments of Physics and Chemistry, without which it is simply impossible to accomplish satisfactory results in those departments. As considerable liberality has been

shown by your Board, in the supply of apparatus for the brothers in the Baltimore City College, we sincerely hope our appeal in behalf of the sisters in Female High Schools will not be made in vain.

Our present supply of reference books for the use of our students is exceedingly limited indeed, and very far short of what is required. If a suitable collection of such books were provided, it would prove a great stimulus to closer research on their part, and under the direction of the teachers, be of great advantage to the entire school. I am also induced to refer to this matter, because so many of our scholars have not the advantages of home libraries, which they can consult, and hence they are placed at a great disadvantage as compared with those who are, in this respect, more favorably situated.

A modification of the amount of home work required of our pupils, by the arrangements hitherto observed, seems to me highly important, if not absolutely necessary, in view of the injurious effect upon their health of too close confinement to study. At best, the opportunities offered girls, in a city, for physical exercise are entirely too limited, and hence the great number possessing delicate health. To accomplish, in a measure, the object contemplated, I suggest that at least one period each day be allotted for the preparation of a part of the recitations now required to be studied at home, and that at such periods, the classes shall be in the immediate charge of their respective teachers, and who, when requested by the students, or when they shall find their assistance needed, shall render such aid

as will facilitate the students understanding the difficulties in their studies, with which they may meet, during such periods.

The only change in our Faculty since my last report, was occasioned by the resignation of Prof. de Gournay, our teacher of French. His withdrawal was sincerely regretted both by teachers and pupils. He was an accomplished gentleman, and as a teacher of the French language and literature he has few, if any, superiors. His success with us was very marked, as is well known to those conversant with the condition of his classes when he resigned his position in our school. His successor, Prof. Rigueur, has entered upon his work with great earnestness, and we hope his success, also, may be commensurate with his energetic and faithful labors. In this connection, it is but proper for me to bear testimony, also, to the faithful and efficient labors of the other teachers associated with me.

Our youthful circle was invaded by the stern messenger, Death. One of our most pleasant and promising pupils, Miss McGuire, during the summer vacation, was taken from the fond embrace of a widowed mother, and her accustomed seat in class thereby made vacant. Besides this, several of our pupils, by the deaths of their parents, were compelled to withdraw from school, and we cannot but feel deep sympathy for those bereaved ones.

Since the commencement of the present session there have been 26 withdrawals, for various unavoidable causes, leaving 534 on roll at the date of this report.

The general progress of our classes compared favorably with that of previous years, but, as usual, there were a number of scholars who, either from a want of proper mental development for the advanced course of study or a lack of interest in the studies assigned them, failed to attain the required standard of scholarship for promotion, and consequently did not advance regularly with their classes. Two of the pupils that entered this session, although they had passed the standard for admission, soon discovered their inability to prosecute successfully the High School course, and they very wisely gave up their books and returned to their respective Grammar Schools. If some others would adopt the same course it would be greatly to their interest, and the classes with which they are connected would be very much benefited, inasmuch as pupils unable to keep pace with their classes invariably retard their progress.

I might here remark, that although the annual examinations held for the purpose of promoting pupils from the Grammar Schools are doubtless the best tests that could be made, under the circumstances, for determining whether or not pupils are qualified to enter the High Schools, still, experience has shown that they are not infallible. The first three months in the High Schools is a far more certain test. If, at the end of this period, the pupils found unable to get along with their studies were sent back to the Grammar Schools the balance of the year, it would be of incalculable advantage to them, and the work in the High Schools could be carried on more thoroughly. I am quite sure

if public sentiment would sustain such a measure, its effect upon the whole system would be beneficial.

Our twenty-seventh Annual Commencement took place at the Academy of Music, June 26th. The friends of the graduates and those interested in public education, filled the spacious building to its utmost capacity. The exercises on the occasion were such as seemed to give general satisfaction. The Hon. Ferdinand C. Latrobe, after an appropriate address, awarded the usual certificates of scholarship and merit to 49 young ladies, who had satisfactorily completed the full course of study prescribed by our rules. Their names and the titles of their theses will be found on an accompanying paper. Prof. Uhler represented the Peabody Committee, and presented the Peabody gold medals to the fifteen young ladies who had attained the highest merit average.

J. H. Bond, Esq., President Maryland Institute, presented to the same young ladies, tickets of free admission to its regular course of lectures. Prof. H. E. Shepherd, after making a short but most appropriate address, expressing the desirability of the highest literary culture, presented to Misses Border and Cowman the two prizes awarded by the new Shakespeare Society, of London, for having manifested the greatest acquaintance with and the most intelligent appreciation of the spirit and character of the plays of the great dramatist.

My acknowledgements are due to the entire Board and its officers for their courtesy in all my official relations with them, and to the Committee having special

oversight of the Female High Schools my thanks are hereby tendered for their co-operation in every effort to extend the usefulness of this institution, and thus accomplish the object for which it was organised. The frequent visits of the Superintendent, Prof. H. E. Shepherd, during the past year, were both pleasant and profitable, his suggestions being highly important to the best interests of the school.

By referring to the accompanying papers some important facts may be found, that could not so well have been presented in the body of the report.

I have now, as fairly and plainly as may be, presented the condition and wants of the institution committed to my care, and it only remains for me, in closing my report, to express the hope that the blessings of a kind Providence may accompany the efforts of all concerned to make its efficiency increase with every succeeding year.

Yours truly,

D. A. HOLLINGSHEAD,
Principal.

CLASS RECITATIONS.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

L_1 AND L^2—Mental Philosophy, 2; Moral Philosophy, 1; Algebra, 3; Chemistry, 3; English Literature, 2; Grammar, 1; Elocution, 2; Book-Keeping, 2; Arithmetic, 2; Drawing, 2; French, 2; Music, 2; Composition, 2.

I AND K—Astronomy, 4; English Literature, 1; Rhetoric, 2; Elocution, 1; Algebra, 3; History, 2; Geometry, 3; Mensuration, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

F, G AND H—Rhetoric, 3; Literature, 2; Elocution, 1; Algebra, 3; Arithmetic, 3; Natural Philosophy, 4; Experiments, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

A, B, C, D AND E—Physiology, 4; History, 4; Etymology, 2; Grammar, 2; Composition, 1; Arithmetic, 3; Algebra, 3; Drawing, 2; French, 2; Music, 2.

L^1 AND L^2	Fourth Year Classes.
I AND K	Third " "
F, G AND H	Second " "
A, B, C, D AND E	First " "

RECITATIONS

—OF THE—

Western Female High School.

RECITATIONS HEARD EACH WEEK BY THE DIFFERENT TEACHERS.

PROF. HOLLINGSHEAD—Algebra Reviewed, 3 times; Astronomy, 5 Mental and Moral Philosophy, 5; Chemistry, 4; Experiments in Natural Philosophy, 1.....18

MISS HARTMAN—English Literature, 8; Rhetoric, 3; History, 4; Composition, 5; Ex. Written Composition, 5.....25

MISS RICE—Rhetoric, 4; Grammar, 2; Elocution, 13; Etymology, 2; Composition, 2; Ex. Written Composition, 2.....25

MISS WILLIAMS—Algebra, 20; Composition, 2; Ex. Composition, 3....25

MISS COWMAN—Physiology, 12; Rhetoric, 6; Composition, 2; Etymology, 2; Ex. Composition, 3 25

MISS ADAMS—History, 20; Literature, 4..... 24

MISS SAUMENIG—Geometry, 6; Mensuration, 2; Book-Keeping, 4; Physiology, 8; Arithmetic, 3; Recording, 2.....25

MISS HAMPSON—Natural Philosophy, 12; Algebra, 4; Composition, 3 Ex. Composition, 6.....25

MISS WISE—Arithmetic, 25..... 25

MISS BRIAN—Grammar, 10; Etymology, 6; Astronomy, 2; Composition, 2; Ex. Composition, 5.....25

MISS DAVIS—Drawing, 24.....24

PROF. RIGUEUR—French, 24..... ...24

MR. TARBUTTON—Music, 10..... 10

GRADES FOR PRIMARY SCHOOLS.

FIFTH GRADE.

Reading and Spelling—Half of First Reader. After teaching a few words, teach their letters, or phonic elements, then teach words from their letters or phonic elements. The power to make out new words in this way to be carefully cultivated. In exercises of this kind, words of two or more syllables separated by a hyphen, may be usefully employed. Talks about the pictures in the Reader, and about objects. Systematic correction of common faults in the use of language to be commenced in this, and continued through all the grades. Pupils to be prepared to read in *any easy* First Reader. Oral spelling.

Arithmetic—Numbers of two figures to be read at sight, without numeration; also, to be written on slates from dictation. Addition—One column of figures containing ones, twos, threes, fours and fives.

Penmanship—Copy from the blackboard words and very short sentences written in script letters. Do not be too critical. No examination for this grade in writing.

Vocal Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

FOURTH GRADE.

Spelling—Words of one syllable to be taken from the grade in Reading. The power to make out new words to be carefully cultivated. Do not confine attention to words of one syllable. Oral drills in spelling the names of common objects.

Reading—Second half of the First Reader. Pupils to be prepared to read in *any* First Reader. Talks about objects, and the pictures in the Reader, the children being encouraged to express what they see in correct language.

Arithmetic—Numbers of four figures to be read at sight, without numeration; also, to be written on slates from dictation. Addition—Columns of two figures, five, six and seven lines.

Mental Arithmetic—Solve very easy practical examples. Also, oral drills in rapid combinations.

Penmanship—The thirteen short letters. Also, copy from the blackboard words and short sentences. Use slates. Do not be too critical.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

THIRD GRADE.

Spelling—Words of one and two syllables to be taken from the grade in Reading. The power to make out

new words to be carefully cultivated. Do not confine attention to words of one and two syllables. Oral drills in spelling words in ordinary use.

Reading—Second Reader to page 71. Teach the pupils to read in *any* Second Reader. Talks about objects, the pictures in the Reader, and about the subject matter of the reading lesson—the pupils being encouraged to express their thoughts in correct language.

Arithmetic—Teach the pupils to read and write numbers containing six figures. Addition—Single columns of ten figures; also, columns of two and three figures. Subtraction—(Minuend not to contain more than four figures), *easy* examples. Multiplication by one figure (not greater than 6). Multiplication Table through 6 x 12.

Mental Arithmetic—Oral drills in the rapid combination of numbers, especially in Addition.

Penmanship—Teach the script alphabet. Copy from the blackboard words and short sentences. Write short sentences from dictation. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

SECOND GRADE.

Spelling—Words of one, two and three syllables, taken from the grade in Reading. Practice the pupils in making out new words. Do not confine attention to words in the reader. Written and oral spelling.

Reading—Finish the Second Reader. Pupils taught to read in *any* Second Reader. See that the pupils understand what they read. Talks about the pictures in the Reader, about objects, and about the subject matter of the reading lessons. Faults in the use of language to be systematically corrected. Two reading lessons a day.

Arithmetic—Numeration and Notation of Numbers containing seven figures. Addition—Drills in long columns of one figure. Subtraction, Multiplication, Division by one figure. Multiplication Table through 12 x 12 *well taught.* Do not give too large numbers. Vary the exercises with *easy*, practical examples, involving one process.

Mental Arithmetic—Oral drills in the rapid combination of numbers, especially in *Addition* and *Multiplication.*

Penmanship—No. 2 Primary Course. Copy sentences from the blackboard, and from dictation.

Drawing—As prescribed for the grade. Use slates and cards.

Music—As prescribed for the grade.

FIRST GRADE.

Principals will see that no lessons in any grade are given for home preparation.

Spelling—Words of one, two and three syllables, taken from the grade in Reading. Practice the pupils

in making out new words. Do not confine attention to words in the Reader. Written and oral spelling.

Reading—Third Reader to Lesson XXXIX, page 95. See that the pupils understand what they read, and that they are able to read in *any* Third Reader. Talks about the pictures in the Reader, about objects, and about the subject matter of the reading lesson. Faults in the use of language to be systematically corrected. Two reading lessons a day.

Arithmetic—Numeration and Notation of numbers containing ten figures. Addition—(Frequent practice in long columns of one figure.) Subtraction, Multiplication, Division (when the divisor is 12 or less, use the Short Division form). Do not give too large numbers. Solve *easy*, practical examples, involving these rules.

Mental Arithmetic—Oral drills in the rapid combination of numbers.

Geography—*No Books*. Teach from the outline maps of the Hemispheres and the blackboard, the natural divisions of land and water, the continents, the grand divisions, the oceans, some of the largest and most important political divisions of Europe, Asia, Africa, North and South America, and the cardinal points of the compass.

Penmanship—No. 2 Primary Course. Copy sentences from the blackboard, and from dictation.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

GRADES FOR MALE GRAMMAR SCHOOLS.

(*Corrected to April* 1, 1880)

SIXTH GRADE.

Spelling—Use the Third Reader, first half. Teach especially the spelling of common, ordinary words, such as are in habitual use, and such as constitute the proper vocabulary of children, avoiding purely technical or scholarly terms. Dwell upon those numerous words, whose spelling children are apt to confound on account of their resemblance in sound, e. g., *their, there, here, hear, two, too, loose, lose,* etc. Illustrate their differences by using them in sentences. Endeavor in every possible way to combine and co-ordinate reading, spelling and grammar, making each of these related studies aid and illustrate the other.

Reading—Newell's Third Reader. Pay the utmost attention to pronunciation and enunciation. Endeavor to impress upon the class a *pure English* pronunciation. One of the special objects contemplated by the sixth grade, is to improve and promote the study of reading. *Read every day.* Illustrate the meaning of common and ordinary words, such as occur in the reading lessons, by their *use in simple and easy sentences.* The force of

words is always best learned from their context. Make the sentence the basis of language teaching. Examine the class critically upon what they read from day to day. Teach them to reproduce in simple, but correct English, the substance of the day's reading lesson. Strive in every way to develop the faculty of expression. Remember that without the cultivation of this faculty, no rational instruction is possible. Principals are requested not to mark as passed, any pupil, in any grade, who is not proficient in reading.

Arithmetic—Commence at Chapter X and go to article 151, page 86. In connection with Case I in the Reduction of Fractions, teach the Greatest Common Divisor, and in connection with Case VI, teach the Least Common Multiple. Vary the exercises with Mental Arithmetic and Practical Examples, involving the rules which have been taught. Teach also the Tables of Time and United States Money.

Geography—*Cornell's Primary*—Teach the first twelve lessons, making them as far as possible, object lessons. Teach also the capital of Maryland and the capital of the United States.

Grammar—Teach the class to point out *Nouns* and *Adjectives* in the reading lessons. The pupils are not expected to know the class or kind of noun or adjective, but simply that such and such words are nouns and adjectives. *No grammars are required for this grade.* Make the lesson in grammar a part of the reading lesson. Endeavor from the beginning to inculcate habits of correct speaking.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Make every exercise in reading and definition of words a lesson in Composition. Require the class to write short and easy sentences, illustrating the meaning of words employed in the reader, or in current use. This simple process of word-building is the natural and proper mode of commencing the study of Composition. At the examinations, two or three simple words will be given as the basis of an exercise in sentence-making. This will constitute the examination of the Sixth Grade in Composition.

FIFTH GRADE.

Spelling—To page 15, inclusive. Assign short lessons. Require frequent exercises in sentence-making, in order to illustrate the use and meaning of words in the grade. This exercise will serve as an introduction to Composition. The words selected for these exercises should be easy and simple, and the sentences short.

Reading—Third Reader. Observe strictly the directions given to Sixth Grade. Be careful to see that the pupils understand what they read. Careful examination in reading. Read daily.

Arithmetic—Commence at Article 151, page 86, and go to Article 158, page 90. Teach the grade to solve

easy examples in Addition of Fractions, and vary the work with mental exercises and practical examples, involving the rules which have been taught. Devote at least one-half of the time assigned to Arithmetic to these divisions of the study. Teach, also, the Table of Dry Measure and English money.

Definitions—As far as page 90.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*—From lesson 13, page 19, through lessons 38, page 33, omitting lessons 19, 20, 30, 31.

Grammar—Oral instruction on the Noun, Adjective, Article, Pronoun, Verb, Adverb, Conjunction and Preposition. Endeavor from the beginning to inculcate habits of correct speaking. The pupils are not expected to know the classes into which the parts of speech are divided (except those specified below), but simply to be able to recognize any one of the parts named above. No grammars are required for this grade. Use the reader for teaching the parts of speech. The grammar lesson can, in a measure, be made part of the reading lesson. Teach the declension of nouns, the subject of a verb, and the distinction between the transitive and the intransitive verb. The oral lessons at the beginning of the book will be found a valuable exercise in teaching composition and the correct use of words.

Penmanship—Small letters of No. 3

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FOURTH GRADE.

Spelling—To page 30, inclusive. Observe directions for Fifth Grade.

Reading—Fourth Reader. Observe directions for Sixth Grade. Read daily. Careful examination in reading.

Arithmetic—Review Fifth Grade, and go to page 103. Teach all that is necessary respecting factoring and cancellation to enable the pupils to solve with facility the examples in Case V, multiplication of fractions. At least one-half the time assigned to Arithmetic should be given to Mental Arithmetic and to practical examples.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary,* from 74 to 95, inclusive, omitting Lessons 107 and 111. Frequent exercises upon the Outline Maps.

Grammar—*Harvey's Elementary,* from page 24 through page 74. Do not commit to memory the list of prepositions on page 57. These are best learned by practice and application. In this grade teach the pupils to rec-

ognize *all the parts of speech,* to distinguish transitive and intransitive verbs, to point out the object of a transitive verb, to decline nouns, and to form the plural by the general rule (adding *s* to the singular). This grade need not distinguish mood and tense, regular and irregular verbs, nor the *classes* into which the parts of speech, except nouns, articles, verbs, transitive and intransitive, adjectives and pronouns, are divided. They should simply know that they are such and such parts of speech, that adjectives describe or limit, adverbs qualify, conjunctions connect, prepositions govern the objective case. Only the simplest parsing will be required of this grade, and the limits prescribed in this schedule will be strictly adhered to in examinations. Classes of Participles, pages 41, 42; Adjective Elements, pages 43, 44; Adverbial Elements, 55, 56; Classes of Sentences, 63, 64, may be omitted. In this grade, as in all grades, endeavor to inculcate habits of correct speaking. Omit Absolute Case, page 74, also notes in fine print.

Penmanship—Letters containing the seventh principle, and the same principle incorporated into words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

THIRD GRADE.

Spelling—To page 45, inclusive. Observe directions for Fifth Grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Fourth Reader. Observe directions for Sixth Grade. Read daily. Careful examination in reading.

Arithmetic—From page 100 to 140 inclusive, omitting "Circulating Decimals." Vary the exercises with practical examples involving the rules which have been taught. Review the preceding grades.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 24, omitting Lessons 10, 11, 12, 13, 17, 18 and 19. Teach the text of the Descriptive Geography as a reading lesson. Exercise frequently upon the Outline Maps.

Grammar—*Harvey's Elementary*—Review carefully the work of the Fourth Grade. Begin at Parsing, page 75, and go to the Conjugation of Irregular Verbs, page 112. Omit notes in fine print. Study thoroughly the declensions, the formation of possessives, the comparison of adjectives, the classes of adjectives and pronouns, the forms of the verb. The exercises in false syntax will not be required as an examination study in this grade. No questions in grammar, or words in parsing, involving the use and meaning of the subjunctive mood, will be required of this grade. Only simple, direct parsing is expected.

Composition—Once in two weeks.

Penmanship—Letters containing the eighth and ninth principles and their accompanying words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

SECOND GRADE.

Spelling—To page 60 inclusive. Observe directions for Fifth Grade. Direct attention carefully to what is said in the Grammar, under the head of "Orthography."

Reading and History of Maryland—Fifth Reader and Third Revised Edition of the History. Read selections from the Reader three times a week, and selections from the History twice a week. (See circular dated October 20, 1879.) Observe directions for Sixth Grade. Careful examination in reading.

Arithmetic—From page 141 to section 304, omitting "Longitude and Time." Review the preceding grades, and vary the exercises with practical examples, involving the rules which have been taught.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate,* to page 53 inclusive, omitting Lessons 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 61, 63, 64, 65, 66. Prepare Lesson 47. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Outline Maps. Teach the boundaries of States and Territories.

Grammar—*Harvey's Elementary.* From Elements, page 31, to Defective and Redundant Verbs, page 115. Prepare large and small print. Lists of prepositions, conjunctions and adverbs need not be committed to memory. The exercises in false syntax will not be required as an examination subject in the second grade. Study thoroughly the inflections of the verb, the conjugation of the irregular verbs, the formation of plurals and cases, irregular adjectives, *et. cet.* Omit the Absolute Case, page 74. Endeavor to impart a correct idea of the form and structure of the language.

Algebra—To page 46, section 80.

Definitions in Algebra—To page 46, section 80.

Penmanship—First half of No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FIRST GRADE.

Spelling—To page 75 inclusive. Observe directions for Fifth Grade Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Sixth Reader twice and U. S. History once a week. Explain principal events in the History of the U. S.

History of Maryland—(Onderdonk's Third Revised Edition)—three times a week.

Arithmetic—Teach the entire book; but the questions for examination will be selected from the subjects taught in the preceding grades as well as the following: Percentage, Profit and Loss, Simple Interest, Discount, Bank Discount, Commission, Insurance, Simple and Compound Proportion, Analysis, and Square Root with applications. Give to the other subjects as much time as in the judgment of the Principal can be allowed to them, in proportion to their importance.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—Lessons 76, 77, 78, 79, 80, 81, 82, 83, 92, 93, 100, 109, 115, 122, 123, 124, 125, and Map of Maryland, with questions. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Maps, especially in learning the boundaries, cities, mountains, rivers, population, soil and climate, government, principal productions, and area of the different countries of the world. This should be done, so far as possible, in all the Grades. The examinations in Geography will be taken from the limits assigned to the different Grades.

Grammar—*Harvey's Elementary.* Review the preceding Grades. Teach from page 115 to page 142. Pay especial attention to the structure of the language, and to exercises in false syntax. Parse selections from the reader and from the classic writers of the English language both in poetry and prose, Endeavor in every way in all the grades to teach the correct use of language more than technical and formal grammar.

Composition—Assign an exercise once in two weeks. Divide the class into two sections, so that the first shall write one week, and the second the following. Pay strict attention to punctuation, spelling, and the grammatical construction of sentences.

Algebra—To page 134.

Algebra Definitions—To page 134.

Penmanship—Second half No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Grades for Female Grammar Schools.

The 5th, 4th, 3d and 2d grades are the same, except Algebra, as in the Male Grammar Schools.

In first grade, in Arithmetic, teach sections 305, 306, and the following subjects: Percentage, Profit and Loss, Simple Interest, Bank Discount, Proportion and Analysis.

The balance of 1st grade is the same as in Male Grammar Schools, excepting Algebra.

STATUTES AND ORDINANCES

—RELATING TO THE—

PUBLIC SCHOOLS

OF BALTIMORE CITY.

STATUTES.

1. The Mayor and City Council of the City of Baltimore shall have full power and authority to establish in said city a system of free public schools, under such ordinances, rules, and regulations as they may deem fit and proper to enact and prescribe; they may delegate supervisory powers and control to a Board of School Commissioners; may prescribe rules for building school houses, and locating, establishing and closing schools, and may in general do every act that may be necessary or proper in the premises.

2. The Board of Commissioners of Public Schools of Baltimore City, or by whatever name the body may be known that has supervisory powers and control over the public schools of Baltimore city, shall have power to examine, appoint and remove teachers, prescribe the qualifications, fix the salaries subject to the approval of the Mayor and City Council, and select text-books for the schools of said city; provided, such text-books shall contain nothing of a sectarian or partisan character. The Board of Commissioners of Public School of said city shall annually make a report to the State Board of Education of the condition of the schools under their charge, to include a statement of expenditures, the number of children taught, and such other statistical information as may be necessary to exhibit the operation of the schools.

3. The Mayor and City Council of Baltimore shall have the power and authority to make all ordinances for the protection of the school houses and property, and to punish any person who may disturb the sessions of said public schools.

4. And the said Mayor and City Council are hereby authorized and empowered to levy and collect upon the assessable property in said city, as other taxes are levied and collected, such amount of taxes as may be necessary to defray all the expenses incurred for educational purposes by said Mayor and City Council.

5. The Treasurer, on the warrant of the Comptroller, shall pay to the Mayor and City Council the proportion of the free school fund to which said city is entitled.

ORPHANS' COURT.

6. The Orphans' Court of said city shall order and direct the funds arising from intestates' estates that may be administered upon in said court, and which remain undistributed for want of legal representatives of the intestates to claim the same, to be paid to the Board of Commissioners of Public Schools.

7. The court shall not make such order until they shall be satisfied that the intestates left no legal representatives living at the time of his or her death, and they shall cause the administrator of such intestates to give notice, by advertisement to be inserted for such periods of time and in newspapers published in such places as they may deem necessary, that upon default of the appearance of any legal representative of the in-

testate, by a certain day to be fixed by the court, and named in said advertisement, the estate of said intestate will be paid to the Commissioners of Public Schools.

8. They shall, upon passing an order directing such payment, require from the treasurer of the Board of Commissioners of Public Schools, or any other officer who may be appointed by the said Board of Commissioners, or the Mayor and City Council of said city, to receive such funds, a receipt and release to the administrator for the same.

9. The release shall contain an obligation that the said funds shall, by the Board of Commissioners of Public Schools, be applied to the use and support of the public schools of the city of Baltimore, and shall be recorded and preserved in said Court as other records are.

10. If the estate of an intestate shall be paid to the Board of Commissioners of Public Schools under this law, and any legal representatives of the intestate of no remoter degrees among collaterals than brothers' or sisters' children shall at any time appear and prove him, her, or themselves to be such legal representatives, the Board of Commissioners of Public Schools who received such estate, or their successors, if the same shall be in their hands or shall have been applied to the use of the public schools, shall restore the same to such legal representative or representatives out of the school fund under their direction.

11. Nothing contained in this law shall be construed to interfere with or affect the rights vested in the Charitable Marine Society of Baltimore.

ORDINANCES.

COMMISSIONERS OF PUBLIC SCHOOLS.

1. There shall be appointed by the two branches of the City Council, in convention assembled, at the times and in the manner prescribed in sections 2 and 3 hereof, twenty persons, to be called Commissioners of Public Schools, one commissioner to be selected from each of the several wards of the city; and said commissioners shall continue in office for the terms as prescribed in sections 2 and 3 hereof, provided that if any commissioner shall remove from the ward from which he was appointed before the expiration of his term of office, then his place in the board shall be declared vacant, and the board may declare vacant the place of any commissioner who shall absent himself from three successive stated meetings of the board, without showing satisfactory cause for his non-attendance, after having been duly notified of the same.

2. The Commissioners of Public Schools, who shall be appointed in the month of February, 1877, shall be appointed for one, two, three and four years, which several terms of service shall be determined by lot at their first meeting and immediately after their organization by the election of a President and Secretary as

provided by sec. 5 hereof; the members severally appointed for the First, Second, Third and Fourth wards shall draw lots for their terms of service, which terms shall be one, two, three and four years respectively, as fixed by the lot then drawn; and the several members for each succeeding four wards, the wards being taken in numerical order, shall determine their terms of service in the same manner as aforesaid.

3. In the month of February in each succeeding year, the First and Second Branches of the City Council, in convention assembled, shall elect School Commissioners in place of those only whose term of office shall at that time expire, and the commissioners elected, as prescribed by this section, shall continue in office for four years.

4. The First and Second Branches of the City Council, in convention assembled, shall have power to expel a member of the Board of Commissioners of Public Schools, either for persistent neglect of duty or for conduct unbecoming a School Commissioner. Should any vacancy occur in the board by removal, resignation, death or otherwise, the unexpired term shall be filled in the same manner as provided by the preceding sections hereof.

5. Said commissioners shall meet within ten days after their election, and at their first meeting they shall proceed to the election of president from their own board, to be chosen by a majority of the whole body; also, a person to act as secretary, who shall serve for one year, unless sooner removed by the board, and

who shall have charge of the rooms, books, papers and documents of the board, and shall perform such clerical duties as may be required of him by its members or committees; the board shall assign the duties to be performed by him, and shall fix his salary, subject to the approval of the two branches of the City Council. If a vacancy should occur in the office of secretary, from any cause whatever, it shall be the duty of the board to elect a person to fill said vacancy as soon as it can conveniently be done; and in all cases a majority of the commissioners shall constitute a quorum for the transaction of business.

6. Whenever a vacancy or vacancies shall occur in the Board of Commissioners of Public Schools during the session of the City Council, it shall be the duty of the president of the board to inform the Mayor of such vacancy or vacancies, who shall communicate the same to the First and Second Branches of the City Council, who shall proceed in convention, according to their respective rules, to fill said vacancy or vacancies. If a vacancy or vacancies shall occur during the recess of the City Council, by death, resignation or otherwise, it shall be the duty of the board to fill the same as soon as may be convenient; the person or persons so elected to serve until the next session of the City Council.

7. There shall be appointed by the board a suitable person to be the Superintendent of Public Instruction for the City of Baltimore, who shall be a resident of the City of Baltimore, of literary and scientific acquirements, and of skill and experience in the art of teaching, and who shall serve for the term of four years,

unless sooner removed by the board. It shall be the duty of the superintendent to devote his time and attention entirely to the general supervision of the public schools of the city, subject to such rules and regulations as the Board of School Commissioners may establish. It shall especially be the duty of the superintendent to visit every school under the charge of the Board of Commissioners of Public Schools as often as once in each quarterly session, or four times during the academic year; to examine into its respective studies, and to inquire into all matters relating to the government of the schools, such as its curriculum of studies, discipline and course of instruction pursued therein, the textbooks that are used, the condition of the school houses, and to make a monthly report of the matters thus specified to the Board of Commissioners of Public Schools.

8. There shall be appointed by the said board a suitable person to be the Assistant Superintendent of Public Schools, who shall be a resident of the city of Baltimore, of skill and experience in the art of teaching, and whose term of office shall be concurrent with that of the superintendent.

9. It shall be the duty of such assistant superintendent of the public schools to aid the superintendent in the supervision of the public schools of the city; he shall visit the primary schools as often as his duties will permit, and make a report of such visits to the superintendent; he shall assist in the examination of the quarterly reports of teachers, in the preparation of the questions for the semi-annual examination of the classes of the primary and grammar schools; and be

subject to such rules and regulations as the Board of Commissioners of Public Schools may establish.

10. In order to advance the interests of the schools committed to his charge, the superintendent, in conjunction with a committee of three members of the school board, shall, in the forms prescribed by the board, examine into and ascertain the qualifications of applicants for the situation of teachers, and re-examine, if necessary, any of the teachers employed in the schools under the charge of the board; and in order further to promote the cause of sound education, and to elevate the character and qualifications of the teachers, the superintendent shall, by all the means in his power, counsel and advise with the teachers in relation to the duties, the proper classification of studies, the best methods of imparting instruction, and, in general, as to the proper discipline and management of the schools under their charge.

11. The salary of the superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the two branches of the City Council; and he shall make annually a report in writing to the Mayor and City Council of all the matters of interest or importance in connection with the schools; and shall also, when requested, furnish to the Board of Commissioners of Public Schools of the city a written statement, showing the number of schools in the city, the number of pupils under instruction and the teachers employed therein, with such additional information in respect to the matter above specified as may be deemed advisable and necessary.

12. The salary of the assistant superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the Mayor and City Council.

13. The Register is authorized to receive, through the secretary of the board, all moneys from the teachers, and all other funds due the school board, and pay out of the funds standing in the treasury of the city to the credit of the public schools, any orders that are provided for in the levy for school purposes, after having been examined by the committee on accounts and passed by the board, signed by the president and countersigned by the secretary of the Board of Commissioners of Public Schools.

14. The said Board of Commissioners of Public Schools shall have charge of the public schools in operation in the city of Baltimore, and of all such as may be in operation during their continuance in office; and it shall be their duty to employ teachers and determine their salaries; to prescribe the courses of study and the books to be used; to make all such by-laws for their own government, and all such rules and regulations for the management of the schools as they may deem expedient, and to modify and repeal the same at their pleasure; provided, that such by-laws, rules and regulations so made or modified, be not inconsistent with the laws of the State, or the ordinances of the city. And it shall further be the duty of said board, at such time as other city officers are required to report, to report to the Mayor and City Council a statement of its transactions, with an account of their

receipts and expenditures during the year last passed, and their resources for the year then commenced.

15. The Commissioners of Public Schools shall have charge of all the buildings used for school purposes, and they are hereby authorized to make all necessary repairs in the school houses of the city; provided, the same shall not exceed the sum of three hundred dollars.

16. The said board is authorized and directed to rent out, except for political purposes, for such compensation as to them may seem just and reasonable, the main halls in the Eastern and Western Female High School buildings, for public purposes, at such times and under such regulations as to them may appear right and proper; provided, the same shall not be rented so as to interfere with or interrupt the regular exercises of the schools.

17. The revenue derived therefrom, as provided in the preceding section, shall be accounted for by the said board and paid over by them to the Register, who is directed to place the same to the credit of the public school fund.

18. The said board shall not employ in building, repairing or improving, or in furnishing stationery or any other kind of supplies, any member of said board; nor shall any member of said board be interested, directly or indirectly, in any contract whatever for the use of the public schools.

19. The salaries of the superintendent, assistant superintendent and secretary of the board, and of the

teachers and all other persons permanently employed by the Commissioners of Public Schools, shall be paid monthly, on the last day of each month, by the City Register; and he is hereby authorized, in case of any deficiency in the collection of the school fund, or in anticipation of the levy for the same, to advance, from time to time, to said fund, such sums as shall be required for the payment of said salaries at the time when they shall be due.

20. There shall be no charge for tuition in any of the public schools, but it shall be the duty of the commissioners to furnish all the necessary books and stationery for the several schools, and in general whatever fuel or other supplies the schools may require—the same to be paid for from the public school fund; and each pupil shall pay, in advance, one dollar per quarter for the books used by them, which shall go to the school fund; provided, that nothing in this section shall be so construed as to prevent the board from furnishing the use of books to the children of parents in indigent circumstances; provided, further, that pupils may furnish their own books, if they so prefer.

21. The public schools of Baltimore are designed exclusively for the education of those pupils whose parents, or in the case of orphans, whose guardians are citizens of Baltimore, or residents of Baltimore with a *bona fide* intention to become citizens.

22. The Board of Commissioners of Public Schools are hereby directed, before admitting the children of non-resident parents or guardians into the public

schools of the city of Baltimore, to charge such parents or guardians the following amounts, to wit: For admission to the Baltimore City College, per capita, twelve dollars and fifty cents per quarter; for admission to the female high schools, per capita, eight dollars per quarter; for admission to grammar schools, per capita, four dollars per quarter; for admission to primary schools, per capita, three dollars per quarter; the said amount to be paid invariably in advance, and to be paid by the School Commissioners to the Register of the City for account of the School fund.

23. The Commissioners of Public Schools shall not admit any book or books into use in the public schools, or discontinue the use of the same after having been admitted, unless said admission or discontinuance be approved by a vote of a majority of the entire board in session assembled at a regular meeting of said board.

24. The said Commissioners of Public Schools are hereby authorized to receive all devises, bequests and donations which may be made for the benefit of said public schools, and all devises, bequests and donations received by said commissioners, by virtue either of this section, or of any act or acts of the General Assembly of Maryland, shall be paid over by them to the Register of the City, who shall place the same to the credit of the school fund; and if any condition or conditions be prescribed in any such devise, bequest or donation, the same shall be applied under the direction of said commissioners, with the sanction of the Mayor and City Council, agreeably to the intention of the

testator or donor; and if no condition be prescribed in any such devise, bequest or donation, it shall not be lawful for said commissioners to draw all or any part of the amount thereof out of the city treasury during the year in which it was received, unless the collections from the resources and levy of the school fund for said year should fall short of the estimated expenditures forming the basis of said levy; or unless it shall have been already allowed in the estimated resources of the fund for said year, otherwise the same shall be included in the estimate of the ensuing year.

25. The Register of the City shall demand and receive, from time to time, from the Treasurer of Maryland, from the Orphans' Court of Baltimore City, from the Commissioners of Finance, and from the Collector of the City, all such sum or sums of money as may be in their hands for the support and benefit of the public schools of the city, and he shall place the same to the credit of the public school fund.

26. All assessments for paving or repaving in front of any of the public schools, or lots of ground attached thereto, and also all assessments of benefits for opening or widening any street or streets, so far as the public schools may be interested, shall be paid by the Register out of any unappropriated money in the treasury.

27. It shall not be lawful for said Board of Commissioners of Public Schools to exceed in their expenditures the amount annually appropriated therefor by the City Council; and it shall be their duty to apply the same exclusively to the several purposes, and as far as prac-

ticable, in the proportion specified in the statement of estimated expenses, on which said City Council shall have based the school fund levy for the year.

28. The Male Public High School of Baltimore shall be styled the Baltimore City College; and whenever any of the pupils of said school shall have satisfactorily completed the prescribed term and course of instruction, the Commissioners of Public Schools shall have power to confer on them testimonials, in form as follows, viz: This certificate is given to ——— ———, a pupil of the Baltimore City College, in testimony that he has pursued and satisfactorily completed the studies of the —— course of —— years; and said testimonials shall be signed by the president of the board, by the Mayor of the City, with the seal of the city attached, by the committee on the Baltimore City College, and by the principal, vice-principal and professors of said college.

29. Said Commissioners of Public Schools are authorized to cause said testimonials to be engraved on copper, or lithographed, with a suitable vignette, the expenses necessarily connected with the preparation of said testimonials to be paid from the school fund; provided, that no commissioner or teacher shall ever charge or receive any fee or compensation for so signing said testimonials.

30. Said Commissioners of Public Schools shall have power to confer testimonials on pupils of the Eastern and Western Female High Schools, in conformity with the requisitions and provisions of the preceding two sections.

31. Whenever any pupil shall leave any of the high schools without having completed the prescribed term and course of instruction, then, in such cases, said commissioners shall have power to confer such testimonials on said pupils as said commissioners may deem to be proper and appropriate to the occasion.

FLOATING SCHOOL.

32. The Commissioners of Public Schools are hereby authorized and empowered, whenever in their judgment they shall deem it expedient, to organize and put in operation a public school of such grade as to the said commissioners may seem advisable, on board of any ship or other vessel that may for the time being be used by the Board of Trade of Baltimore as a nautical school.

33. The school so organized and put in operation shall be subject (so far as they are applicable) to all the rules and regulations governing the other public schools of Baltimore; and the Commissioners of Public Schools shall have full power and authority, from time to time, to adopt and enforce in and about and concerning the said school, all necessary and proper regulations calculated to insure the literary education of the pupils.

34. All that part of the studies of the aforesaid school to which the preceding two sections shall be deemed to apply, and with which the Commissioners of Public Schools shall have any connection, shall be the literary branches, such as shall be taught in the public schools of the city; and the basis of the relations of the Com-

missioners of Public Schools to the said school shall be taken to be defined by the following memorandum, made between a committee of the Board of Trade and the Board of Commissioners of Public Schools:—"It was agreed, that in the establishment of the proposed school, the School Commissioners should furnish teachers, and the same course of instruction, so far as would be applicable, as are now employed in our schools—with desks, seats and all necessary books and stationery, and should devote themselves to the same care and supervision that they now give to the public schools; and on the part of the Board of Trade, and the citizens generally whose assistance it will invoke, it was proposed that the vessel to be used for the purpose of the school should be provided with the persons to take charge of the same, and all necessary rigging, tackle, &c.; also, whatever nautical apparatus might be required, and adequate teachers to instruct the boys in all that relates to seamanship."

35. The school herein provided for shall be designated and known as the Floating Public School of Baltimore, and the Commissioners of Public Schools shall have authority to present to the deserving pupils of the same, any diploma or other suitable reward of merit that may to the said commissioners appear just and proper.

36. The Board of Trade, if they deem it necessary, are hereby permitted, annually in the month of February in each and every year, to select from their own body, two persons, to be known as commissioners of the floating school, who shall have authority to partici-

pate with the Commissioners of the Public Schools in the management of the nautical department of said floating school.

37. Nothing herein contained, nor any act of the Board of Commissioners of Public Schools in the premises, shall be taken or construed to divest the Mayor and City Council of the right to discontinue the said Floating Public School at their option.

SCHOOLS FOR COLORED CHILDREN.

38. It is hereby made the duty of the board of Commissioners of Public Schools of the City of Baltimore to organize separate schools for colored children, and to establish as many schools for the education of the colored children of Baltimore city as may in the judgment of said board be necessary.

39. The schools to be established in accordance with the provisions of this ordinance shall be subject to such rules and regulations as may be prescribed by the said board in its discretion.

40. All taxes paid by colored persons in the city of Baltimore for educational purposes, shall be placed to the credit of the schools for colored children in the accounts of the City Register.

LIBRARIES.

41. There shall be established at the Baltimore City College, and at each of the two Female High Schools, a library for their use, without charge, under such regu-

lations as may be adopted by the Board of Commissioners of Public Schools.

42. The selection of the books, which shall be only of an instructive and moral character, shall be made by the said commissioners, or a committee appointed by them for the purpose, and no book deemed by them to be injurious to the morals of the pupils, or of a sectarian character, whether obtained by purchase or donation, shall be admitted in said libraries; and all books purchased under any future ordinance or resolution of the City Council or otherwise, for this purpose, shall be subject to the restrictions herein contained.

PEABODY PRIZES.

43. The Commissioners of Public Schools of the City of Baltimore are hereby authorized to accept and receive the premiums given by the Trustees of the Peabody Institute to the Baltimore City College and the Female High Schools, as specified in Mr. Peabody's letter to the Trustees; and to have the same distributed from time to time in such a manner as they shall deem most conducive to the benefit of the schools and the objects of the donor.*

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*Mr. Peabody, in his first letter to his trustees, dated Baltimore, Feb. 12, 1857, (as set forth in the Act of 1858, c. 209, incorporating the Peabody Institute,) says: "I desire that the trustees, in order to encourage and reward merit, should adopt a regulation by which a number of the graduates of the public high schools of the city, not exceeding fifty of each sex in each year, [who shall have obtained by their proficiency in their studies and their good behavior, certificates of merit from the commissioners or superintending au-

STATUTE RELATING TO VACCINATION.

[*City Code*, 1879. *Article* 23.]

SECTION 26. No teacher in any school shall receive into such school, any person as a pupil, until such person shall produce the certificate of some regular practicing physician, that such applicant for admission into the school has been duly vaccinated. Any teacher so offending shall, on conviction thereof, forfeit and

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thorities of the schools to which they may be attached,] may, by virtue of said certificates, be entitled as an honorary mark of distinction, to free admission to the lectures [at Peabody Institute] for one term or season after obtaining the certificates. I also desire, that for the same purpose of encouraging merit, the trustees shall make suitable provision for an annual grant of twelve hundred dollars; of which, five hundred shall be distributed every year in money prizes, graduated according to merit, of sums of not less than fifty dollars nor more than one hundred for each prize, to be given to such graduates of the public male high school now existing or which may hereafter be established, as shall in each year, upon examination and certificate of the school commissioners or other persons having the chief superintendence of the same, be adjudged most worthy from their fidelity to their studies, their attainments, their moral deportment, their personal habits of cleanliness, and propriety of manners; the sum of two hundred dollars to be appropriated to the purchase, in every year, of gold medals of two degrees, of which ten shall be of the value of ten dollars each, and twenty of the value of five dollars each, to be annually distributed to the most meritorions of the graduating classes of the public female high schools; these prizes to be adjudged for the same merit, and under the like regulations, as the prizes to be given to the graduates of the male high school; the remaining five hundred dollars to be in like manner distributed in money prizes, as provided above, for the graduates of the male high school in the same amounts respectively, to the yearly graduates in the school of design attached to the Mechanics' Institute of this city. To render this annual distribution of prizes effective to the end I have in view, I desire that the trustees shall digest, propose and adopt all such rules and provisions, and procure such correspondent regulations on the part of the public institutions referred to, as they may deem necessary to accomplish the object."

pay a fine of ten dollars for each offence, and no Public School Trustee or Commissioner shall grant a permit to any child to enter any Public School, without such certificate, under the same penalty.

AN ORDINANCE TO PREVENT THE SPREAD OF DISEASE.

[*Approved February* 21, 1880.]

SECTION. 1. Be it enacted and ordained by the Mayor and City Council of Baltimore, That it shall be the duty of all physicians who may be in attendance in any family whose child or children may be attending any of the Public Schools of this city, which family may have a case or cases of scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough or any other contagious disease, to give a certificate of the same to the parents or parent of the child or children so diseased as soon as the disease is developed; and it shall be the duty of the parents or parent, as soon as the physician certifies that contagious disease exists in his, her or their house, to notify the Principal of the school attended by his, her or their children, within twenty-four hours, and for a failure of parent or physician to comply with the provisions of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

SEC. 2. And be it further enacted and ordained, That if there be no physician attending in cases of disease mentioned in Section 1 of this ordinance, it shall be the duty of the parents or parent to report the disease to the Principal of the school attended by his, her or

their child or children within twenty-four hours from the time the disease is known to be contagious, and any parent who fails to comply with the requirements of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

SEC. 3. And be it further enacted and ordained, That if any parent or physician shall notify any Public School teacher of the city that scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough or any other contagious disease exists in any family whose child or children are attending any of the Public Schools of this city, then it shall be the duty of the Principal of the school to exclude the child or children of said family from the school until the attending physician certifies that all danger from contagion has passed; the Principal of any public School who fails to comply with the requirements of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

SEC. 4. And be it further enacted and ordained, That if any teacher or teachers reside, board or lodge in any house where a child or children in such house is suffering with scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough, or any other contagious disease, of which fact the said teacher has been cognizant, then it shall be the duty of said teacher to certify to the same to a member of the School Board, and such teacher shall not perform his or her duties in any Public School in this city until a physician attend-

ing such case or cases of contagious disease shall certify that all danger from contagion has passed; and for a failure of any teacher to so notify the School Board, or so absent him or herself from his or her duties until all danger shall have passed, as certified by the attending physician, such teacher shall be fined ten dollars for every such offense, said fine to be collected as all other fines are collected.

SEC. 5. And be it further enacted and ordained, That all ordinances or parts of ordinances inconsistent with the provisions of this ordinance, be and the same are hereby repealed.

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REPORT

OF THE

COMMISSION

TO ENQUIRE INTO

The Public School System

OF BALTIMORE.

Appointed Pursuant to a Resolution of the Mayor and City Council of Baltimore, Approved October 13th, 1877.

BALTIMORE:
PRINTED BY KING BROTHERS,
CITY PRINTERS.

1880.

MAYOR'S OFFICE—CITY HALL,

Baltimore, February 16, 1880.

To the Honorable the Members
of the City Council:

GENTLEMEN:

By the provisions of a resolution approved October 13, 1877, the Mayor was authorized to appoint a Commission consisting of five gentlemen "interested in the cause of education, to inquire whether the school system now in operation in Baltimore presents any defects, and how they may be remedied, or whether any other system might be advantageously substituted, and report the result of their investigation to the Mayor and City Council." In accordance therewith, the Mayor appointed the following well-known citizens: Geo. Wm. Brown, F. Raine, John T. Morris, E. G. Hipsley and R. M. Venable.

After availing themselves of all the information on the subject which could be derived from their own knowledge and experience or obtained from that of others, this Commission has made its report, which I have the honor to herewith transmit to your Honorable Body.

The public school system of Baltimore is a most important department of the city government, costing an-

nually a large sum of money, and in the good management of which the public are much interested. If there are defects in the system they should be corrected, or if improvements can be made the Council should not hesitate to provide for them. Under these circumstances this report, emanating from the source it does, and dealing with a subject of such importance, is entitled to the careful consideration of your Honorable Body.

I respectfully recommend that a number of copies of the report be printed for public distribution.

Very respectfully,

FERDINAND C. LATROBE,

Mayor.

REPORT.

To the Honorable the Mayor

and City Council of Baltimore City;

The Commission appointed to inquire into the School system of Baltimore, respectfully submits the following Report:

The resolution under which the Commission was appointed was approved October 13, 1877, and is in these words:

"Resolved by the Mayor and City Council of Baltimore, that the Mayor be and he is hereby requested to appoint, with the approval of both Branches of the City Council, a Commission, consisting of five gentlemen, citizens of Baltimore, to serve without compensation, and who are interested in the cause of education, to inquire whether the School system now in operation presents any defects, and how they may be remedied, or whether any other system might be advantageously substituted, and report the result of their investigations to the Mayor and City Council."

Pursuant to this resolution the undersigned were appointed and duly commissioned; and the Commission was organized by the election of Judge George William Brown, president, and Richard M. Venable, secretary. Since its organization it has held weekly sessions during

a portion of the fall, winter and spring. At these sessions a number of gentlemen connected with the public schools of Baltimore or interested in education have been before the Commission, and the whole School system has been fully discussed. The Commission has also had correspondence with prominent educators; and the members have, to some extent, familiarized themselves with the School systems of other cities and countries.

We cannot hope, in this report, to throw any light on the numerous problems connected with the general subject of education. On these questions there is at this time an unprecedented amount of discussion and the widest divergence of opinion. Our principal aim in our work has been not to sift the voluminous literature on the subject of education and to give our opinion as to what is best, but to recommend such modifications of the Baltimore system as will best contribute to place it in the control of men who can appreciate this discussion and adopt from it what is best.

ORGANIZATION OF THE SCHOOL BOARD.

Much time has been devoted to the consideration of the organization of the Board to which the government of the schools is committed. This subject we felt to be of the first importance, because the success of the whole system depends primarily on the structure and efficiency of this body. It is a body which must necessarily be charged with great powers and on which rests great responsibilities; and its organization has not, we think, received the attention to which it is entitled.

The present Board of School Commissioners consists of twenty members—one from each ward in the city. The members hold office for four years, the term of office of five members expiring every year. By the law the members of this Board are to be chosen by the two Branches of the City Council in joint convention.

After mature deliberation and the fullest discussion, we have determined to recommend that a new Board be constituted. This Board is to consist of nine members, to serve, as at present, without compensation; the members to be appointed by the Mayor from the city at large, without reference to political affiliations, and subject to the confirmation of the two Branches of the City Council in joint convention; each member to hold office for six years or until his successor is appointed, and the term of office of three members to expire every alternate year. In this Board should be vested the supreme legislative, executive and judicial powers in all matters appertaining to the schools, and which are by the present law delegated to the existing School Board.

We further recommend that the office of Supervisor of Schools be created, and that forty Supervisors be appointed—two from each ward in the city—the appointments to be made by the Board of School Commissioners. The Supervisors are to serve without compensation, for two years, one Supervisor from each ward retiring every year, and are to reside in the ward for which they are appointed. The schools are to be apportioned among the Supervisors by the Board. The duties of the Supervisors will be to visit and inspect the schools, and especially to look after the cleanliness, ventilation, heating and repairs of the school-houses.

They are also to observe and report to the Superintendent of Public Schools or to the Board of Commissioners, all departures in the schools from the regulations and rules of discipline and any want of efficiency in teaching; to issue permits to scholars to enter the schools; to decide who are to pay for books and who are not. They are also to appoint and control the janitors of the schoolhouses; to temporarily fill vacancies in the corps of teachers, and to make recommendations of such substitute teachers as faithfully discharge their duties; and perform such duties connected with the local administration of the several schools as the Board may impose on them. But they are to have no power to interfere directly with the conduct of the schools.

The considerations which have led us to recommend these material changes in the structure of the School Board are very numerous, and only a few of them can be presented in this report.

THE PARTITION OF THE GOVERNMENT OF THE SCHOOLS BETWEEN A SCHOOL BOARD AND SUPERVISORS.

One of the first things in connection with the School system which impressed itself upon us, was the extent and variety of the duties imposed on the present School Commissioners. As the Board is now constituted, its members are burdened with a mass of executive details in addition to the duties of legislation and general administration. We need not here give a catalogue of the duties imposed on the Commissioners; they are known to most of our citizens. The labors of the office are so great that several of the most efficient Commissioners have recently resigned, declaring their inability

to discharge their duties conscientiously. The public has no right to impose so great a tax on the time and labor of citizens who are willing to serve it without compensation; and we cannot expect them to perform fully such varied and burdensome duties. This point being ascertained, the next question was: Shall the number of School Commissioners be increased, or shall the duties of the Board be divided among two classes of officers? Several considerations pointed to the wisdom of partitioning the duties to two classes of officers. One of these was the fact that a larger legislative body would not be adapted to the discussion of the class of questions committed to the School authorities. Another consideration was the nature of the duties themselves. The legislation and general administration of the schools seemed naturally and properly separable from inspection and matters of local or executive detail. If the duties are separated the Board can adopt rules regulating the age and terms of admission to the schools, the course of study, the discipline, method of enforcing attendance, the grades of the schools, examinations and advancements, methods of selecting teachers and their duties, compensation and tenure of office, and the method of instruction. It could make out estimates of annual expenditure and control the disbursement of all monies appropriated for maintaining or expanding the public school system. In short, it could control the legislation and general administration of the schools; and in it could be vested the supreme power under the law in all matters touching the schools. From these powers can be separated such matters as we have above recommended to be committed to the Supervisors.

If this partition of duties is made, each set of officers may be selected with more particular reference to special fitness—the qualities which would fit one to be a commissioner, being different from those required in a supervisor.

There is still another and a most important reason for this partition of duties—the stimulus to care and industry on the part of each set of officers arising from the supervision exercised by the other. There will be less opportunity for a neglect of duty to pass unnoted.

At present there is no adequate machinery for compelling the members of the Board or the committees of the several schools to perform their duties, or for discovering or correcting any neglect of duty. Nor does it seem practicable to establish a system of inspections and supervision which will incite the officers to a faithful performance of the duties committed to them, without some division of those duties. It is a fundamental maxim in government, that the power of legislation should be segregated from the executive power. And while we do not think it practicable in the present case to make a complete partition of powers, we do think that such division as is practicable is desirable.

There is a partition of powers amongst the school authorities in New York very similar to the one here recommended.

REDUCTION OF THE NUMBER OF THE SCHOOL COMMISSIONERS.

If the duties of governing the schools are partitioned and the School Board thereby relieved of the work committed to the Supervisors, one of the principal rea-

sons for retaining so many as twenty Commissioners will no longer exist. An examination of the school organizations in other places, shows us that there seems to be a great diversity of opinion, or of practice, as to the number of members which should be in the governing board. In this country, some of the large cities have more School Commissioners than Baltimore, and some have fewer, but none of them, we believe, have so few as nine; although some of them, New York, for example, where there are twenty Commissioners, have fewer in proportion to population, than nine would be in proportion to the population of Baltimore. In Europe, as a rule, School Boards are much smaller than in America. In the determination of this question, therefore, we are able to get little aid from the practice of other cities. We have united in the recommendation that the number of Commissioners be reduced to nine, after much discussion and thought. We think that the business of the Board, partly legislative and partly administrative, and relating to the special subject of education, can be better conducted by a body of men smaller than the present Board. With a reduced Board, the importance of the position of Commissioner will be enhanced, and the probabilities of selecting competent persons will be increased. We are also of opinion, that a small Board will be better adapted to carry out plans for the amelioration of the schools. Such plans necessarily involve time and gradual modifications, and are not to be effected by sudden and extensive changes. That sort of harmony and co-operation to an ultimate purpose essential to such improvements, is more apt to be found in a small body

than in a large one. Nor can the case be assimilated to that of the legislative body of a State or city in which the multifarious interests of many localities and many classes of interests must find representation. In this case the subject is that of education; the interest that of the whole community, and the larger part of the work is administration. Most of the work of the Board resembles the work of a committee rather than that of a State or City Legislature.

METHOD OF APPOINTING THE SCHOOL COMMISSIONERS.

Several methods have been suggested and discussed. Amongst these may be mentioned the present method, election by the Judges of the Courts of Baltimore, and the one we have recommended. Election by Judges is the plan adopted in Philadelphia; but in addition to other difficulties, there is, in Maryland, a doubt as to the constitutionality of delegating such a power to the judiciary.

The present method of appointment, election by the two Branches of the City Council in joint convention, is liable to objection. Even if the law were strictly complied with, the responsibility for appointments would be dissipated by committing the power to so many. But it has been found, from the trial given the present method, that the law is practically nullified. The law places the power to appoint in the joint convention. Under the practice now followed, however, the member of the School Board from each ward is selected by the member of the First Branch of the City Council

from that ward—a nomination by such member being, in almost all cases, equivalent to an election.

Several consequences follow from this:—

(1.) The responsibility for the appointment ceases to rest where the law places it—on the joint convention—and is, in reality, destroyed; for the member making a bad appointment can escape responsibility for it by pointing to the letter of the law; and the joint convention can acquit itself by pointing to the method of appointment adopted in practice.

(2.) A public trust of the highest importance vested by law in a body of men, is by them partitioned out amongst the individual members as a private patronage.

(3.) The present method of appointment is calculated to give prominence to political considerations in making the selections. We deem it a fundamental requisite to a high degree of efficiency in the Public Schools, that the members of the Board should be selected solely with reference to their fitness for office; and that all considerations of party affiliations, or of party influence, should be religiously eliminated in making the selection. It may be that it is not possible now to provide a method of appointment which will accomplish this purpose; but we are satisfied, that just so far as the appointing power is biased by considerations other than the fitness of the appointee, so far will the Public Schools suffer, and so far will the public have spent its money for naught.

The position of School Commissioner is one which requires a peculiar fitness. It is not enough that the man who holds it should be what is called a man of common sense; he should be a man of training as well as of common sense. His antecedents, or his study, should have made him familiar with the existing methods of education, the multiform experiments now being tried in the art of educating, and with the co-temporaneous discussion of the subject.

We have laboriously and carefully discussed many proposed plans for selecting the members of the Board. Every method proposed seems objectionable for some reasons. We have, however, reached the conclusion, that the best now practicable, is an appointment by the Mayor from the city at large, without reference to political preferences, subject to the confirmation of the two branches of the City Council in joint convention. And we, therefore, recommend the adoption of this method.

TENURE OF OFFICE OF THE COMMISSIONERS.

This, we think, should be increased. As has been said, improvements in the School system are to be accomplished by gradual modifications rather than by abrupt changes; and the tenure of office of the Commissioners should be such as to enable them to carry out plans for the amelioration of the schools, which require time. The expiration of their terms of office should also be so arranged as not to produce sudden changes in a majority of the members.

And we further recommend that the Commissioners should serve, as at present, without compensation.

We have thus in brief given some of the considerations which have determined us to recommend a complete reorganization of the School Board. If the recommendations are adopted, we should be content to leave the improvement of the schools to the Board thus reconstituted. But whether adopted or not, there are certain defects in the Public Schools which we beg to press on the attention of the Mayor and City Council.

THE METHOD OF SELECTING TEACHERS.

At present the teachers are selected in the following way: The power to appoint teachers is vested in the School Board. Applicants for positions are examined semi-annually by the Superintendent, Assistant Superintendent and a committee of the Board, who give certificates, good for three years, to successful candidates. Those holding these certificates—graduates of the State Normal School, graduates of the High Schools who have received the Peabody medals, and those who have been examined and hold certificates from the Superintendent of the State Normal School—are eligible to the position of teacher. From these the selections and nominations are made by the members of the local committee having charge of the school in which there is a vacancy. The nomination, in most cases, results in an appointment. A novice is generally subjected to a probation of ninety days, at the expiration of which time he or she may be appointed. Several objections may be urged against this method:

(1) There are too many classes of persons admitted to the list of those who are eligible. We think the power to test the qualifications of teachers should be com-

mitted exclusively to the City School authorities, and that all applicants ought to be subjected to a special examination by the Superintendent and Assistant Superintendent of the Public Schools. The standard of the examination should be high, and the list of persons eligible kept down to such a number as by experience is found to be sufficient to furnish the demand for teachers.

(2) The large number on the list as at present made up leaves room for political and social and other considerations in determining the selection. The teachers should be selected solely with reference to merit and fitness.

(3) It is, doubtless, impossible to adopt any method which will entirely exclude incompetent or inefficient teachers; but from the evidence before us there are more incompetent and inefficient teachers in our schools than there should be, and we are satisfied that the number may be greatly reduced by adopting the method of selection which we herein recommend.

We have spent much time in considering the best method of selecting teachers. Our desire has been to adopt some plan which will make merit determine the selection, and will leave the least possible room for influence and favoritism. Notwithstanding the objections that can be urged against it, we think the system of competitive examinations—supplemented by a probationary tenure and so modified as to give advantages in promotions to those who have faithfully discharged their duties as teachers—is the best system.

We, therefore, recommend that the examinations for teachers be placed at a standard which will keep down the list of those eligible to such a number as is sufficient to supply the demand; that the examinations for teachers be competitive; that is, that those attaining the highest grade be entitled to the first appointment; that in the examinations for the higher positions, those holding inferior positions in the schools are to have certain advantages allowed them proportioned to the time they have served in the schools and the success with which they have performed their work, thus holding out to the teachers an opportunity for promotion and a stimulus to study and faithfulness. When a teacher is for the first time appointed, he should hold his position on probation for one year, and his work for that year should be closely watched. This plan could be so modified as to have males only eligible to certain positions and females to others.

We also unanimously recommend that persons of color be permitted to compete at the examinations of teachers, and that all who attain the requisite standard be eligible to positions in the colored schools. Three of us are of opinion, and recommend that in cases of vacancies in the corps of teachers in the colored schools, such persons of color as have passed satisfactorily the competitive examination for teachers should be given the precedence in the selection of teachers to fill such vacancies. But two of us recommend that, as early as practicable, one or more of the schools for colored children be placed under the charge of colored teachers, qualified under the rules; and if their work is satisfactory, and the schools prosper under their

management and instruction, then that the Board of Commissioners should, in their discretion, place all the schools for colored children under the control of colored teachers—preferring that white and colored teachers should not be employed in the same schools.

THE TENURE OF OFFICE OF THE TEACHERS.

At present the teachers hold office for one year, and the position of every teacher is vacated once every year, and is filled by election. The only advantage claimed for this system is, that it is easier to remove incompetent teachers indirectly, by not electing them at the annual election, than by directly removing them. Against it we would urge that the direct method is generally better than the indirect; that, from the number of incompetent teachers, which the evidence before us satisfies us are now in the schools, this system has not the advantages claimed for it; and that, even with the system in force, it is frequently impossible to remove teachers for incompetency or inefficiency. In addition to this, notwithstanding the fact that, as a rule, competent teachers are re-elected, we have evidence which convinces us that the annual vacation of the positions of the teachers creates, in many of them, a sense of insecurity in office. To many of them the annual recurrence of the election brings a period of alarm, when they have to look to their interests. This is calculated to disturb them in the regular discharge of their duties, and to create a sense of subserviency to the particular Commissioner or Commissioners who have to make the nominations for the positions, while

it encourages in the Commissioners the idea that the appointments are a patronage which they are entitled to dispense.

We, therefore, recommend that the tenure of office of the teachers be during good behavior; it being in the power of the Board to remove for incompetency, inefficiency, bad conduct or bad character, and to honorably discharge those incapacitated by age.

THE POWERS OF THE INDIVIDUAL COMMISSIONERS OR OF THE LOCAL COMMITTEES OVER THE SEVERAL SCHOOLS.

At present, in practice, the powers are not sufficiently defined. The School system should be a system controlled by law, and all should act in conformity with the law. The teacher should have his rights and remedies, as well as his duties, and these should be sharply defined. This is essential to the maintenance of his self respect, and of his independence under the law. Everything should be done to suppress the opinion that the Commissioners to whom a particular school is assigned are, in any sense, the depositaries of arbitrary power, or are irresponsible for the exercise of their powers. Everything should be done to discourage the belief that it is best for the teacher to overlook abuses, or submit to the dictation of Commissioners, because it is in the power of a Commissioner to displace or annoy a teacher to whom he is hostile. This result can only be accomplished by engendering in the Commissioners and the teachers the sentiment that they are the servants of the law; and to create this sentiment, the law must define their respective rights and powers.

We, therefore, recommend that the rules defining the powers of the individual Commissioners and of the Local Committees, and the rights and remedies of the teachers, be thoroughly revised, and that printed copies of such revised rules be placed in the hands of all connected with the government or teaching of the schools.

THE POWERS OF TEACHERS.

These, we think, should be enlarged to as great a degree as is possible, without impairing the discipline essential to the system, and that amount of uniformity which is essential to the administration of the schools. A degree of liberty and authority in the teacher is not inconsistent with the supreme control vested in the Board, or with defined powers given to the local committees. The ultimate authority must, of course, remain in the Board. Nor is an increase of the teacher's liberty incompatible with the maintenance of a uniform course of study or with class gradations in the schools. On the other hand, it will do much to awaken and stimulate the interest and zeal of the teachers, and to give play to individuality and efficiency, by enabling them to use methods with which they are familiar, and which they can use to advantage, rather than to attempt the use of those for which they may not be fitted, or which they have not made, and cannot make, their own.

Doubtless this enlargement of the powers and liberty of the teachers will do much to destroy the similarity of the several schools, and thus, in a measure, to prevent them from being uniform. But so far from regarding this as a disadvantage, we look on it as a positive gain. In a large city like Baltimore,

the children in different sections of the city are very differently trained at the time of entering the schools; and the children in some schools are capable of making far more progress than those in others. This constitutes a reason for abandoning the attempt to keep the schools perfectly uniform. In addition to this, the pride and interest which the teachers and scholars take in their schools, and the feeling of rivalry between the schools, will be increased by anything which gives individuality to the several schools. The attempt to manufacture schools or scholars in a mould is futile. A school, like a University, cannot be created by merely gathering together teachers and scholars in suitable buildings. It must have its traditions, its peculiarities—something distinct and characteristic to which the affections of its teachers, its pupils and its old scholars can attach. These peculiarities must be the result of a growth, and this growth involves a degree of liberty and individuality in its organization and methods. A certain degree of uniformity in the schools is an administrative necessity in a Public School system, and we do not propose to disturb this degree of uniformity. But we would confine the requirement of uniformity to such matters as are necessary to efficient administration. So long as the attempt is made to keep the schools uniform, uniformity will in itself, to some extent, be made a standard. Individuality will be suppressed in the scholar as well as the teacher, and the system will become mechanical and wooden. To teach a certain amount in a certain way will be the object of the school authorities, rather than to teach the use of the faculties; and regulations

for order and discipline will become an end instead of a means.

In view of these considerations we would recommend that the control of the following subjects be committed to the teachers of each school, constituting a board for that school—the principal of the school having a veto on the resolutions of such board, which veto may be overruled by a three-fourths vote of the board.

(1) The progress of the several classes during the session—the Superintendent of Public Schools fixing the *minimum*.

(2) The method of instruction.

(3) The advancement and degradation of pupils to and from classes.

(4) The arrangement of the order of the several studies—the Board of Commissioners having prescribed the amount of time to be devoted to each study.

(5) The assignment of lessons to be prepared out of school.

In all of these matters the Board of Commissioners are to have a revisory control.

In making these suggestions in reference to the enlargement of the powers of the teachers we are governed, in some measure, by an examination of the School system of Germany—a system which confessedly ranks as the best, and in which the powers of the teachers are the least restrained.

There is another consideration of importance in this connection. It is much better to be careful in the selection of teachers, to leave them certain liberty of action and to judge their competency by the result of their work, than to attempt to raise or hold them to a standard by requiring conformity to rules. The true test of the teacher is to be found in the result of his work as exhibited by the progress of his scholars. The school examination should be as much a trial of the teachers as it is of the pupils. To make obedience to a multitude of regulations a test is to lose sight of the true criterion. If the trial of the teachers is recognized as one of the purposes of the school examinations, the effect will be of benefit to the examinations themselves. They will tend to lose their character as tests of the ability of the scholar to cram his mind by an exercise of memory with a mass of undigested knowledge, useful and useless, and will tend to become tests of his power to use his faculties on novel problems or in novel situations—a power far more valuable than any amount of merely memorized knowledge. Whatever awakens the teachers, the scholars, the school authorities to the fact that the true purpose of education is to teach to *think* rather than to *know*, will be of incalculable benefit to the cause of education.

COMPENSATION OF TEACHERS.

The salaries paid the superintendents and the teachers in the Baltimore schools are as small as are paid in any large city in this country. This will appear from the "tabular statement" submitted herewith, which

shows the salaries paid in the Public Schools in the principal cities of the United States. The salary paid our Superintendent of Schools is less than that paid in any great city. We do not think that any of the salaries should be reduced.

We have thus devoted much space to the consideration of the office of teacher, because we recognize the fact that the success of the whole system depends more on its corps of teachers than on anything else. Competent and conscientious work in the schools is the thing to be desired above all others. This is the chief purpose of the whole school organization. If we have this, the organization of the Board, the course of study and the selection of books, are matters of secondary importance. Without such school-room work, whatever be the constitution of the Board or the course of study, or the text books, the schools will fail of their purpose.

We have, therefore, in our recommendations, kept our eyes steadily on one object—the best method of securing an efficient corps of teachers. To do this the position of teacher must be made attractive to competent persons who are willing to devote their lives to the profession of teaching. And to attract, these four things are requisite: A secure tenure of office; a system of promotions for merit; reasonable compensation, and such protection of law and independence under the law as is compatible with complete self-respect. These constitute the prime conditions of all efficient service. They secure a career to the teacher which will make him embark with security in his profession as a life-long matter. We do not see why a person who devotes

himself to the profession of teaching in the Public Schools should not have the same guarantees as to his livelihood, promotion, tenure, and independence in office, as are given to those who follow the profession of arms. The admitted superiority of the German schools is due, in a large degree, to the secure and honorable position of the teachers, and to the social consideration which they, in consequence, receive.

PUBLIC SCHOOL EXPENSES.

We are aware that the attention of the public has recently been directed to the expenses in the several departments of the City Government, in the earnest hope of some reduction in the public expenses; but we have not had the time, nor do we feel that the resolution under which we are acting calls on us to make a minute examination of the several items of expense in the Public Schools. The rules adopted for letting contracts and for testing the correctness of expenditures seem to be sufficient; and the aggregate expenditure, as compared with that in other cities, shows the existence of economy. We do not wish to be understood as saying that there are or are not minor abuses. It is a matter we have not, as a commission, investigated. There is one point in connection with the appropriations for the Public Schools to which we wish to call particular attention. These appropriations are made annually for the fiscal year, beginning with January 1 and ending December 31; but the appropriation is not made for each particular year until it has partly expired; and, consequently, during a part of the year there are in

reality no monies appropriated for the Public Schools. It is of great importance to the wise administration of the schools that the amount to be expended each year should be ascertained and appropriated before the commencement of that year.

SCHOOL BOOKS AND COURSE OF STUDY.

We have given some consideration to the questions as to what books should be used in the schools and what subjects should be studied. This is a matter on which there has been much discussion and wide diversity of opinion. It must continue to occupy much of the time and thought of the School authorities, and should, we think, be left to them.

There seem, however, to be certain rules which should furnish a guide in the selection, and these we submit with our endorsement.

1. The aim should be to teach a few things thoroughly rather than many things superficially.

2. The subjects should not be so abstract or complex as to be beyond the comprehension of the pupil; and for this reason grammar should be postponed to the higher classes, and the practical use of language and object teaching should be extended as far as practicable in the lower classes.

3. The aim should be to develop the child's faculties rather than to store his mind with knowledge. If he can acquire knowledge at the same time that he is de-

veloping his faculties, it is, of course, desirable that he should do so. But the objections to the Public School education on the score that it is not practical, frequently ignore the fact that an education which improves the faculties is more practical than one which stores the mind with knowledge. The study of history, for example, by a child who can only memorize events and has no faculty to judge of their significance, is frequently an expenditure of time and study without commensurate advantage. This we say without disputing the fact that the study of what are called practical subjects, often gives a greater stimulus to interest than more abstract subjects.

4. Some attention should be devoted to the cultivation of the artistic sense, both on account of its direct benefits and of its indirect influence on the morals; and, therefore, some time should be given to music and drawing, and especial care should be given to the use and modulation of the voice; to postures, standing, sitting or walking, and to tidiness and cleanliness, as far as these can be controlled.

Most of the objections which we have heard urged against teaching music and drawing in the Public Schools, exaggerate their prominence in the system. They really occupy little time, and cost comparatively little; and it may be said in their favor that they do something to soften manners, and thus influence to advantage the moral tone of the scholar. Anything is of advantage which tends to make the education given in the schools moral as well as intellectual.

5. Some time should also be given to physical exercise. The present rules on this subject seem sufficient.

6. The direct moral training of the pupils is also a matter of prime importance. The difficulty of the subject is as great as its importance: The charge is sometimes made that the public school education is an education of the intellect, and not of the moral character, and that such an education merely increases the capacity to do evil. We do not concur in this charge, for we believe that the improvement of the intelligence of a people brings with it an elevation of the moral tone. Still, it is manifestly the office of the Public Schools to do all they can to promote the moral training of the scholars. Children are more influenced by example than by precept; and for such influence as comes from example we must look to the teachers. This is an additional reason for care in the selection of teachers. The teachers should be particularly impressed with the fact that the absence of all favoritism, and a strict and equal justice in dealings with scholars in reference to questions of reward and punishment, and in such controversies as arise in school life, constitute in themselves a moral training for the scholars. Much may also be done directly by teaching correct standards for measuring the morality of actions and the aims and objects of life. The principles of ethics may also be taught, by carefully selected stories, which illustrate heroic, or self-sacrificing, or considerate and kind conduct, and the blessings of temperance, frugality and industry. Our school-book literature has re-

cently been enriched with many well-selected collections of stories of this character.

7. Everything possible should be done to cultivate in scholars such characters and habits as will enable them to succeed in life. The period of life at which children are in the Public Schools is the critical period in the formation of character. Amongst the important habits which should be formed at this time are industry, persistent pursuit of a purpose, enterprise, punctuality, frugality, attention to details, and devotion to one's appointed or chosen work. It is not to be denied that the education now generally given in schools fails to cultivate some of these elements of character, and occupies the time which should be given to their development. This is what is really meant by the charge that our education is not sufficiently practical. The subject has recently excited much discussion, and various remedies have been proposed—such as, teaching subjects which directly relate to pursuits in life; mechanical and industrial schools; agricultural schools, &c., &c. It must be confessed that these experiments have not produced satisfactory results. They miss the real difficulty. The difficulty is, to give useful habits and character, rather than useful knowledge. We are not prepared to make specific recommendations on this point, but we deem it proper to call attention to it. The difficulty seems to us capable of solution, but this solution will involve much experimentation, and possibly very radical changes in our elementary and higher education.

In closing this report, we do not feel called on to enter into any defence of the wisdom or justice of educating the children of the community at the public expense. Public education is now an established institution in all civilized countries. It is recognized as a duty which every society owes to itself, in order to maintain and improve its civilization; and every citizen, according to his means, should contribute to its maintenance. Self culture is now a duty of communities, as well as of individuals. We can but accept the general prevalence of public schools as indicative of the general judgment of the civilized world in their favor, and to that judgment we would feel disposed to bow, even if we had to surrender our individual opinions; but in the present case we do not have to make any sacrifice of private judgment in order to place ourselves in accord with the general opinion. We are all of opinion that it is both wise and just to train the children of the community at the public expense—just to the children, just to the community, and just to every class of citizens.

Nor do we feel that it is incumbent on us to enter into any discussion as to the extent of the education given in the Public Schools. The judgment of the civilized world, as shown in the public school systems of this and other countries, favors the most advanced education which the State can afford to give. Even if it were best to confine public education to the mere rudiments—reading, writing and arithmetic—it appears to us best to have a limited number of High Schools. The promotion of the best scholars from the lower to the high schools is such a stimulus to the pupils of the

lower schools, as to constitute a sufficient reason for the existence of the high schools. But, aside from this influence of the high schools, we believe they should be preserved for the direct benefit they accomplish. They contribute to furnish teachers, and to increase the number—now too small—of more highly trained men and women. Things are often so different from what they seem, that in order to conserve and increase the gains of civilization, it is essential that we should have a class of persons fitted by training to look beneath the surface of things. This is especially true in America, where the conservation and development of the social fabric is committed to the citizens. And while certain causes—in part local and temporary—have prevented the men who have been trained in our higher schools from taking as prominent a part in the government and industrial progress of the country as could be desired, they have undoubtedly contributed, and are destined to contribute, to the formation and guidance of public opinion—now the most potent of all social forces. The schools themselves are also, in part, chargeable with this result. The training they give is not as complete a fitting for life as it should be; but the remedy is, to improve the schools, not to abolish them.

In conclusion, the investigations of the Commission have satisfied it that the history and present condition of the Public Schools in this city should be a source of pride and congratulation to its citizens. Our school system is the creation of the last fifty years. During that time it has expanded from nothing to its present great proportions. Many faithful and self-sacrificing

men and women have given it the conscientious labor of their best years, and have placed our citizens under a debt of gratitude which is none the less binding, because the path of unobtrusive duty in which they have walked conceals their names. In the course of these fifty years the school system has not grown in size only. Its whole history shows a constant improvement in organization and administration, in the methods of selecting teachers, in the teaching and in the education given to the young. Indeed, we are confident that there are general influences at work which will continue to improve the schools in the future as in the past, even if no radical changes are made. We have said nothing in this report dictated by a wanton or hostile spirit of criticism. We believe the Public Schools have done a great work and will do a greater; and the suggestions and recommendations made in this report are made in the hope and belief that much may be done to hasten the improvement of the schools, and to hasten the good work which they are accomplishing.

Respectfully submitted,

GEO. WM. BROWN,
E. G. HIPSLEY,
JOHN T. MORRIS,
F. RAINE,
RICHARD M. VENABLE.

ANNUAL SALARIES

Paid to Superintendents and Teachers of the Public Schools in the Cities named.

St. Louis.

	Maximum.	Minimum.
Superintendent	$4,000	
Principals of High and Normal Schools	2,775	
Principals of Branch High Schools	2,220	2,081 25
Supervising Principals	2,035	
Principals of first-class Schools and High School Assistants	1,850	
Principals	1,700	
Music Teachers	1,500	
Male Third and Head Assistants, High and Normal	1,295	1,110
Second and Third Assistants, High and Normal	1,017 50	
Head Assistants	925	740
High School Third Assistants	740	
First Assistants, District Schools	693 75	647 50
Second " " "	601 25	
Third " " "	555	400
Kindergarten Assistants	200	100

Boston.

Superintendent	4,200	
High Schools—Head Masters	3,780	3,300
Masters	3,000	2,700
Sub-Masters	2,400	2,100
Ushers	1,800	1,500

Boston--Continued.

	Maximum.	Minimum.
High Schools—Assistant Principals	$1,800	
First Assistants	1,620	
Second "	1,380	
Third "	1,140	
Fourth "	900	
Grammar and Primary Schools—		
Masters	3,000	2,700
Masters of Girls' Dudley School	1,800	
Sub-Masters	2,400	2,100
Ushers	1,800	1,500
First Assistant	1,140	
" " (second)	852	
Second Assistant	792	
Third and Fourth Assistants	750	540
Special Grades.		
Music—Director	3,000	
District Teachers	2,400	
Teachers in West Roxbury and Brighton	1,320	
Drawing—Director	3,000	
District Teachers	2,100	
Teachers in Dorchester	1,320	
Teachers in Girls' High School	900	
Teachers in Roxbury High School	600	
Chemistry—Girls' High School	1,380	
Assistant	750	
French—Latin and English High School	2,400	

Boston---Continued.

	Maximum.	Minimum.
French—Girls' High School	$720	
Dorchester High School	540	
Roxbury " "	540	
Charlestown " "	660	
Brighton " "	250	
German—Latin School	200	
Girls' High School	720	
Dorchester, Roxbury and West Roxbury	1,500	

Cincinnati.

Superintendent	3,500	
Mixed Schools, composed of Intermediate and District Schools' Departments—		
Principals	1,900	1,600
English Assistants (male)	1,300	1,000
German Assistants (male)	1,300	1,000
Female Assistants in District Department	700	400
Male Assistants in District Department	700	500
Female Assistants in Intermediate Department	800	600
Intermediate Schools—		
Principals	2,100	1,800
First English and First German Assistants	1,500	1,200
Second Assistants	1,300	1,000
Female "	800	600
Male "	900	700

Cincinnati--Continued.

	Maximum.	Minimum.
District Schools—		
Principals	$1,900	$1,600
First German Assistants	1,300	1,000
Female Assistants	700	400
Male "	700	500
Normal Schools—Principal	2,000	
Critic Teachers	1,000	
Music—Superintendent and Teacher	1,800	
6 other Teachers	1,800 each.	
Penmanship—Superintendent	2,000	
Assistant Teachers (2 are allowed)	1,000 each.	
Drawing—Superintendent	2,100	
1 Male Assistant	1,500	
4 Assistant Teachers	800	700
Night Schools—		
Principals of High Schools	3 00 per night.	
Assistants in " "	3 00 " "	
Principals of District Schools	2 50 " "	
Assistants in " "	2 25 " "	

New York.

Superintendent	5,225	
Male Department—		
Princpals	3,000	2,250
Vice-Principals	2,000	1,800
Male Assistants	1,700	700
Female "	800	400
Female Grammar Schools—		
Principals	1,900	1,200
Vice-Principals	1,200	1,000
Assistants	725	400

New York--Continued.

	Maximum.	Minimum.
Primary Departments and Schools—		
Principals	$1,750	$1,000
Vice-Principals	1,200	850
Assistants	600	400
Night Schools—		
Principals, (per night)	8 50	3 00
Assistants, "	5 00	2 00
Drawing Teachers, (per hour)	2 00	
Music, French or German Teachers (per hour)	1 50	

Brooklyn.

Superintendent	5,000	
Principals	2,400	2,000
" of Departments	930	
Teachers in Central Grammar School	900	
Teachers in Grammar Grades	744	475
Primary Principals	930	790 50
Teachers in Primary Grades (1st to 5th Grades)	460 75	388
Teachers in 6th Primary Grade	388	300

Chicago.

Superintendent	3,000	
Principals—High Schools	2,250	1,875
Of other Schools	1,550	750
High School Teachers—		
First Assistants	1,500	
Second "	1,200	
Third "	1,000	
Fourth "	750	

Chicago--Continued.

	Maximum.	Minimum.
Head Assistants	$1,000	$750
Special Teachers—German, Vocal Music, Drawing	1,200	
Assistants in Grammar and Primary Departments	650	350

Philadelphia.

There is no Superintendent.

High School—	
President	2,722 50
Professors	2,178
Adjunct Professors	1,000
Normal School—	
Principal	2,178
Vice-Principal	1,000
Music Teacher	825
Other Teachers	735
Male Grammar Schools—	
Principals	1,815
First Assistants	615
Second "	531
Third "	507
Fourth "	483
Female Grammar Schools—	
Principals	907 50
First Assistants	615
Second "	531
Third "	507
Fourth "	483

Philadelphia--Continued.

	Maximum.	Minimum.
Secondary Schools—		
Principals	$615	
First Assistants	507	
Second "	483	
Third "	459	
Fourth "	459	
Primary Schools—		
Principals	555	
First Assistants	483	
Second "	459	
Third "	435	
Fourth "	435	

Baltimore.

Superintendent	2,500	
Baltimore City College—		
Principal	2,400	
Vice-Principal	2,200	
Professors	2,000	1,800
Tutors	1,000	
Female High Schools—		
Principals	2,208	
First Assistants	1,008	
Other "	900	
Male Grammar Schools—		
Principals	1,500	1,296
First Assistants (male)	900	804
" " (female)	672	588
Second "	516	456
Third "	504	444

Baltimore--Continued.

	Maximum.	Minimum.
Female Grammar Schools—		
Principals	$900	$804
First Assistants	648	564
Second "	504	444
Third "	480	432
Normal Class—		
Principal	200	
Assistants	150	
Primary Schools—		
Principals	696	600
Assistants	468	408
Unclassified Schools—		
Principals	900	696
First Assistants	600	504
English-German Schools—		
Principals	1,500	1,296
Vice-Principals	1,008	804
First Assistants (male)	600	
Assistants in Grammar Grades	504	444
" " Primary "	468	408
Colored Grammar Schools—		
The same as the Male Grammar Schools.		
Colored Primary Schools—		
Principals (male)	900	804
" (female)	696	600
Assistants (male)	700	
" (female)	468	408
Evening Schools—		
Principals	3 00 per night	
Assistants	2 00 " "	

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